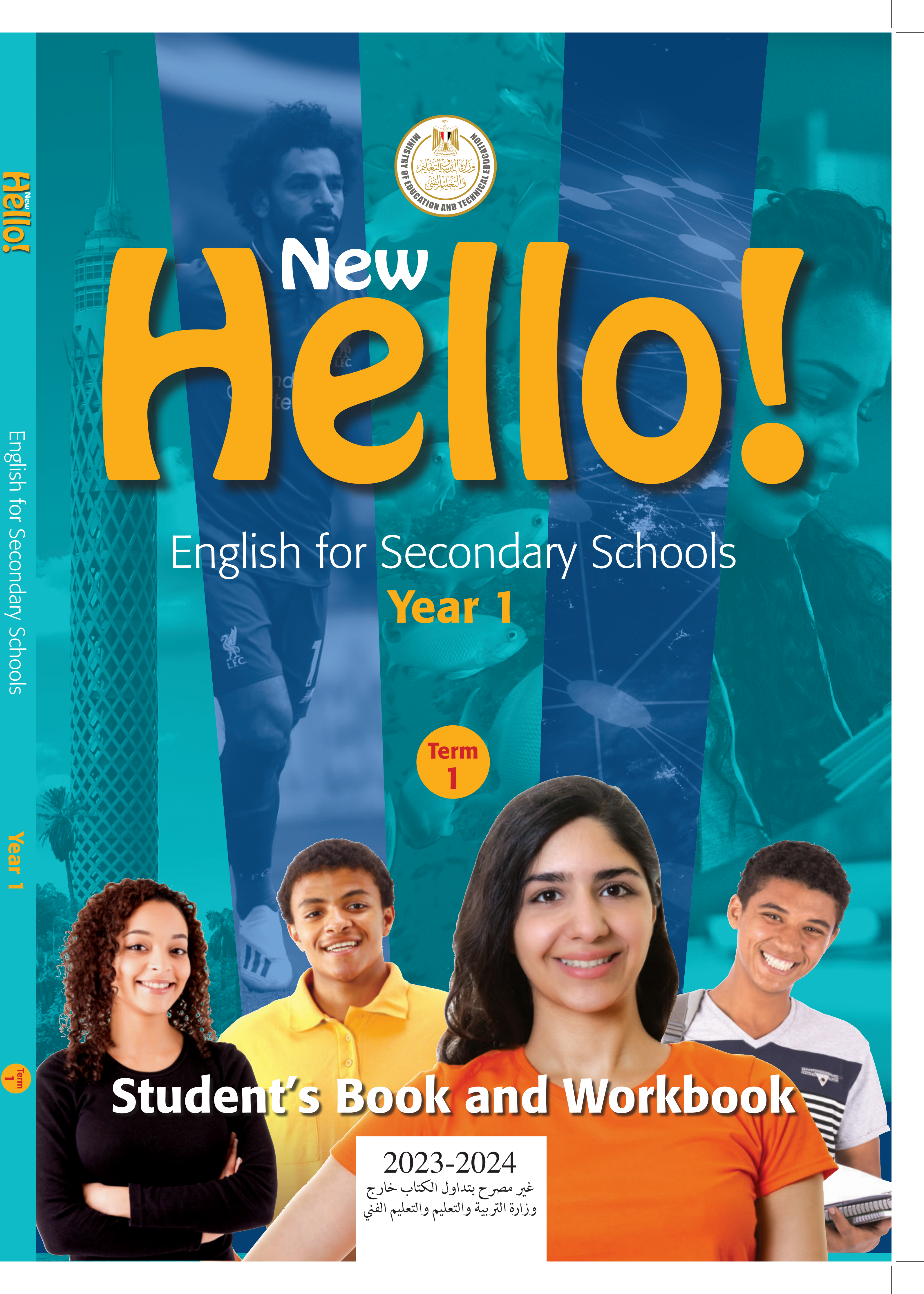

New Hello!
English for Secondary Schools
Year 1
Term 1
MINISTRY OF EDUCATION AND TECHNICAL EDUCATION
وزارة التربية والتعليم والتعليم الفني
Student's Book and Workbook
2023-2024
غير مصرح بتداول الكتاب خارج
وزارة التربية والتعليم والتعليم الفني
New Hello!
English for Secondary Schools
Year 1
Term 1



Year 1



Student's Book and Workbook

Sarah Curtis and Claire Hart



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Scope and sequence

	Skills	Language	Life Skills, Values and Issues
Module 1: Community	**1 Getting away**		Page 6
	Reading: A magazine article about ecotourism and blogs about the summer holidays **Writing:** Write an essay on ecotourism **Listening/Speaking:** A teenager talking about travelling; Describe an event	Past simple and past continuous	**Life Skills:** Collaboration – Working together to sustain and improve our environment **Values:** Workmanship and Cooperation – Working with others to sustain our environment **Issues:** Environmental responsibility and Community Participation – Conservation in the global community; Sustainable development
	Treasure Island: Chapter 1		Page 12
	2 Supporting the community		Page 16
	Reading: A text about Egyptian people who give to their communities **Writing:** Write a blog on a famous person **Listening/Speaking:** A discussion about a conservation programme; Making arrangements	Present simple and past simple Present simple passive	**Life Skills:** Empathy - Helping other people **Values:** Cooperation – Helping your community **Issues:** Environmental responsibility – Conservation in the community; Technological awareness – Researching a famous person
	Treasure Island: Chapter 2		Page 22
	3 Improving lives		Page 26
	Reading: An extract from *David Copperfield* **Writing:** Write a paragraph on a book or character; a summary of a story **Listening/Speaking:** A talk about the effect of Charles Dickens' books; Discussing a topic; Making suggestions	Present perfect and past simple	**Life Skills:** Collaboration - Helping your community; Empathy – Understanding other people's problems **Values:** Honesty and Integrity – Respect for others **Issues:** Equality – Issues around poverty
	Treasure Island: Chapter 3		Page 32
	Revision 1		Page 36

Module	Skills	Language	Life Skills, Values and Issues
Module 2: Communication	**4 Making new friends**		Page 42
	Reading: a magazine article about moving to a new town and trying to make friends **Writing:** Write an email to a magazine's problem page **Listening/Speaking:** Listen to a radio phone-in about bullying at school; Having a debate	Articles Countable and uncountable nouns	**Life Skills:** Communication – How to build friendships; Empathy – Understanding other people; Respect for diversity **Values:** Respect – Tolerance and acceptance of other people; Independence – Importance of knowing when and how to seek advice **Issues:** Citizenship – What makes a good citizen?
	Treasure Island: Chapter 4		Page 48
	5 Communication		Page 52
	Reading: A science article on how we may communicate in the future – possible risks. **Writing:** An essay on IOT; a blog on how to stay safe online **Listening/Speaking:** Listen to a radio programme discussing the dangers of the internet; Giving a presentation	Future forms *will* / be *going to / present continuous*	**Life Skills:** Critical thinking and Decision making – How the internet will impact on our future **Values:** Objectivity – Understanding technological change; Respect – Communication when using the internet **Issues:** Technological awareness – Communicating safely
	Treasure Island: Chapter 5		Page 58
	6 Learning from literature		Page 62
	Reading: A biography; *The Gardener* – a poem by Robert Louis Stevenson **Writing:** Write a review of a poem; a book review **Listening/Speaking:** A conversation about Robert Louis Stevenson; Polite requests	Verbs + infinitive or *-ing* form	**Life Skills:** Communication – Polite requests; Critical Thinking – Reviewing a poem **Values:** Curiosity – Learning from poetry **Issues:** Cross-cultural communication
	Treasure Island: Chapter 6		Page 68
	Revision 2		Page 72



Lesson 1

OBJECTIVES

Reading An article about ecotourism; two blogs about the summer holidays
Writing An essay on ecotourism
Listening A story about travelling and what happened when something went wrong
Speaking Describe an event
Language Past simple and past continuous
Life skills Collaboration

Before you start

Discuss these questions in pairs.

- Why are tourists very important for a country?
- Where do tourists go in Egypt? Why do they go there?
- Are a lot of tourists always a good thing for a country? Why?

Reading

1 **Read the magazine article about some tourist destinations and match the photos to a country.**

Ecotourism – is this the future?

What is ecotourism?

Ecotourism is about providing holidays to places which are often **endangered** and **isolated**. The holidays are designed to have a limited **impact** on the local **environment** and to educate tourists about conservation.

Egypt is developing ecotourism to protect the environments along the Red Sea coast. Tourists can stay in hotels built of environmentally friendly natural **materials**. When tourists go diving, they are taught how to avoid damaging the fish and to keep the special coral reefs safe.

Madagascar is famous for its ecotourism and wants to protect its ecosystem (the animals and plants in its environment). 80% of the animals, and 90% of the plants that live there don't exist anywhere else in the world. Lemurs, for example, only live in Madagascar.

The Galapagos Islands in **Ecuador** are famous for the **unique** animals, such as the giant turtles which live there. Ecuador makes sure that tourism is **sustainable**. Only a limited number of people can visit the islands each year, so the animals and their environment are safe.

The Komodo National Park in **Indonesia** is a popular ecotourism destination. Much of Indonesia's endangered wildlife, including the Komodo dragon, can only be found here. The National Park is also famous for its beach with pink sand.

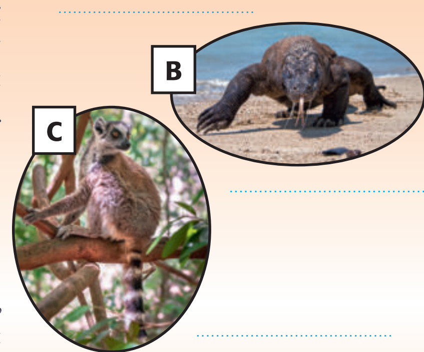
A



....

B

C



....

....

D



....



2 Read the text again and answer the questions.

1 What is ecotourism? *Ecotourism is holidays designed to have a limited impact on the local environment.*

2 Which country ...?

A has giant turtles living there ....

B has hotels built of environmentally-friendly materials ....

C has a beach with pink sand ....

D wants to protect its lemurs ....

3 What do eco-tourists often do?

A stay in hotels

B learn new things about keeping the environment safe

C visit traditional villages

4 Which sentence best summarises the text?

A every country needs more tourists

B ecotourism provides holidays without harming the environment

C there should be no tourists in some places



Vocabulary

3 Find these words in the text, then complete the sentences. You can use a dictionary.

ecotourism ~~**endangered**~~ **impact** **isolated** **materials** **environment** **sustainable** **unique**

1 There are many .....*endangered*..... animals in the world, which we need to save.

2 Some animals live in very .... parts of the world and people never see them.

3 The tourist industry has had a big .... on the local town.

4 The natural world around us is the ....

5 It is important to only use local .... when building an eco-hotel.

6 The Komodo dragon is .... to Indonesia. It doesn't live anywhere else.

7 .... is for people who want a holiday which respects the environment.

8 We need to be sure that tourism here is .... otherwise people will stop coming.

Speaking

4 Discuss these questions in pairs.

1 How can a country benefit from ecotourism?

2 How can you encourage ecotourism without harming the places people visit?



Writing

5 Read the article again. Write a paragraph on the pros and cons of ecotourism in your country.

WORKBOOK PAGE 88

REMEMBER!

A paragraph is usually three or four sentences long that presents one topic or one idea.

Video

1 Lesson 2





Before you start

Look at the photos. What do you know about orangutans? Why do you think they're disappearing from the natural world?

Listening

1.1 1 Listen and tick (✓) the problems Luca said he had on his holiday.

- ✓ He couldn't eat the food.
- ☐ He didn't see any orangutans.
- ☐ A spider bit him.
- ☐ He lost his camera.
- ☐ He got lost in the rainforest.
- ☐ He was sick.
- ☐ He lost his bags.



1.2 2 Listen again. Are these sentences *true* (T) or *false* (F)? Correct the false sentences.

1. Luca went to India. .... *F*
2. Luca took a taxi to the orangutan centre. ....
3. He learned about the work the conservationists do. ....
4. He ate lots of rice. ....
5. The conservationists give food to the orangutans. ....
6. The nearest hospital was close to the orangutan centre. ....

FOCUS ON VOCABULARY

Guess the meanings of these words then check in a dictionary.

lean spicy swell up trek conservationist

1. Don't **lean** over the balcony: you might fall.
2. The food is very **spicy**. I need water.
3. If you fill a balloon with water, it will **swell up**.
4. The soldiers **trekked** into the desert.
5. **Conservationists** protect the wildlife.

3 Discuss this question with a partner.

Is it important to learn something new when you are on holiday? Why?/ Why not?

Yes, it's interesting to learn about new places because ... .




Language

4 Choose the correct answers to complete the sentences.

1 Omar ***was cycling/cycled*** across the Sahara last year.
2 Salma ***travelled/was travelling*** around Indonesia when she ***broke/was breaking*** her leg.
3 Yesterday, we ***saw/were seeing*** some beautiful fish in the Red Sea.
4 My cousin ***lived/were living*** in Costa Rica as a child because my uncle was a biologist.
5 The tourists ***didn't enjoy/weren't enjoying*** swimming in the sea. It was too dirty!
6 While I ***was doing/did*** my homework, Mother ***prepared/was preparing*** dinner.
7 My grandparents never ***had/were having*** a holiday in Alexandria when they were young.
8 Jake ***arranged/was arranging*** to visit Madagascar before he ***started/was starting*** university.

5 Complete the text with the past simple or continuous form of the verbs in brackets.

Working Together

Last year, I [1] .... (go) to the Faroe Islands for a few days as a 'voluntourist' – I was both a tourist and a volunteer.
I [2] .... (help) the locals to rebuild paths and walls. It was very hard work, but great fun and I [3] .... (meet) other volunteers from all around the world.

While I [4] .... (work) on the islands, I [5] .... (talk) to the people who live there about life in such a remote place. On the second day, I [6] .... (climb) to the top of a hill when the wind [7] .... (blow) my hat off. Fortunately, the family I [8] .... (stay) with [9] .... (give) me another, much warmer hat which I [10] .... (keep) as a souvenir!

☹ ☺ ✉

LANGUAGE REVIEW PAGE 78

FOCUS ON LANGUAGE

Past simple and past continuous

Past simple

- Use the past simple for completed actions in the past:
  *Luca **trekked** into the forest this morning.*

Past continuous

- Use the past continuous (*was/were + -ing*) to show that an action was in progress at a certain time:
  *At 6 o'clock, I **was looking** at the orangutans in the zoo.*
- Use the past continuous with the past simple to show that a shorter action happened during another longer action:
  *I **was leaning** out of the boat when I **dropped** my camera.*
- While, As, Just, When and During
  ***While** (As/ Just as/ when) I was going home, I met one of my best friends.*
  ***When** I returned home, Mother was preparing lunch.*

Note that we use the oldest action in the past continuous.

- While is followed by Verb + ing in case there is no subject after it:
  ***While having** lunch, someone knocked on the door of our flat.*
- During can give the meaning of while, but it is followed by a noun:
  ***During the party**, we saw most of our old friends.*
- We can have two actions in the past continuous if they are happening at the same time:
  *We **were tidying** our room **while** our little brother **was watching** TV.*
- Some verbs are not used in the continuous form. These are called stative verbs such as: *be, love, like, want, seem, ... etc.*
  *While I **was** at home, my uncle suddenly returned from Italy.*

WORKBOOK PAGE 89

1 Lesson 3

Before you start

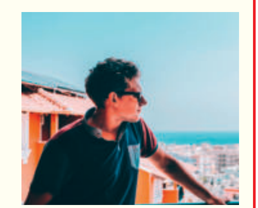
Discuss these questions in pairs.

1. What do you usually do during your school holidays?
2. How do you feel during school holidays?

Reading

1 Read these two blogs. How does each person feel?

This is me on our hotel balcony in Sharm El-Sheikh. It's brilliant here and there are **loads of things** to do. I'm **over the moon** visiting Egypt. The weather's really hot so we spend most of the time in the water.

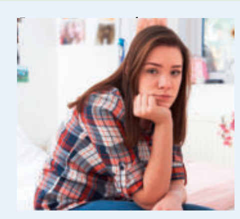

James

My sister and I are learning to dive with some other teenagers at the resort. I love diving; it's so relaxing and you can see all these amazing fish in the sea. I want to get an underwater camera so I can take photos of them.

Last week, we were in Luxor and visited the ancient temples there. I'm not usually interested in history, but I actually found them fascinating and am really glad we went there.



Day 10 of my summer holidays! I'm so bored – all my friends are away or busy with their family and **I'm stuck** here at home. The weather's awful and there's nothing to do.


Katy

Last week, I went to stay with my grandparents for a few days, which was nice, but they live in a tiny village with no shops. I was helping Granddad in his garden most of the time. He grows all his own vegetables – he says it's cheaper than buying them.

Maybe I'll try and grow some lettuce in our garden when it stops raining. I was watching a programme on TV this morning about gardening – maybe I'll have a new hobby!





2 Answer the questions. Write Katy, James or Both.

A Who …?

1. isn't going away this summer? *Katy*
2. is enjoying himself/herself? ....
3. learnt something new? ....
4. helped grow something? ....
5. enjoyed something they didn't expect to? ....

B Do you think they made good use of their holidays? Why? Why not?



REMEMBER!

Blogs often use idioms:
Over the moon = very excited or happy
I'm stuck = I'm forced to stay here.
Loads of things = a lot of things

Speaking

3 Discuss these questions in pairs.

1. Is it important to have a holiday every year? Why/why not?
2. Which new hobbies would you like to try during the school holidays? Why?
3. What can you do in your area during the school holidays?


WORKBOOK PAGE 90

Before you start

Look at these popular holiday destinations. Where do you think they are?



A busy



B



C



D



1 **In pairs, match the words to the pictures. You can use each word more than once. Write in your notebook.**

FOCUS ON VOCABULARY

Check the meanings of these words in a dictionary.

active ancient beautiful boring busy calm crowded exotic isolated modern new noisy old peaceful relaxing quiet

Reading

2 **Read about Lara's holiday. Put the sentences a–h in the order you think they happened.**

...... **a** As I was photographing the castle, my little brother started crying.

...... **b** We walked around Lisbon and I took lots of photos.

...... **c** We went to the shops, they are a bit expensive but my mum was happy.

...... **d** My uncle met us at the airport and drove us to the old part of town. It's very quiet and peaceful.

...... **e** We sailed along the river to see the sun going down. It was beautiful and very relaxing!

...... **f** We went to Europe to visit my cousins in Portugal.

...... **g** My uncle decided to take us to a restaurant for lunch.

...... **h** He was eating an ice cream and a bird stole it! He was very upset.

Writing

3 **Work in pairs. Discuss where you could add these words to the text in Exercise 2. Then write the text in order with the joining words to form a complete paragraph in your notebooks.**

After that Finally Last year Next On the first day

4 **Write a paragraph to describe a place that you have been to. Use Exercises 1 and 3 to help you.**

REMEMBER!

Remember to use the joining words in Exercise 3 to link your ideas.

WORKBOOK PAGE 91



Chapter 1

Jim Hawkins:

I'll start by writing about the time when my father owned an **inn** called the Admiral Benbow, many years ago. I remember the day when a man walked into the inn. He was tall and strong, with an old blue coat and a scar on his face. He looked around him.

"This is a nice, quiet place. I'll stay here. Please, take this up to my room," he said, pointing to a large wooden box.

"You can call me Captain. And this is for you," he continued, handing my father three or four gold coins.

The Captain was usually a quiet man. He spent his days walking on the beach or on the **cliffs**. When he came back, he always asked, "Did any sailors visit the inn today?" At first, we thought he wanted to find some other sailors, but later we realised that he didn't want any sailors to find him.

In the evenings, the Captain sometimes told stories about his time at sea. My father was worried that nobody would want to visit the inn because they would be frightened by the Captain's stories, but I think people liked them.

The Captain stayed at the inn for months. He did not give us any more money for his room

and my father did not **dare** to ask him for more.

One morning, the Captain went for a walk along the beach. I was helping my mother to make breakfast when another man walked into the inn. He was thin and **pale**, with three fingers on his left hand. He sat down and asked, "Is this table here for my friend Bill?"

I told him that I did not know Bill and said that the table was for the Captain.

"Well, my friend Bill might say that he's the Captain," he said. "He has a **scar** on his face and likes to tell a story. Is that him?"

"Yes," I said. "He's gone for a walk."

"Which way did he walk?" he asked.

I pointed towards the beach. The man stood up and waited by the door for the Captain to return.

When the Captain saw the man, he looked **pale** and ill.

"Black Dog!" the Captain said.

"That's right," he replied. "I've found my friend Bill! We've had a lot of adventures since I lost these fingers!"

I left them to talk. Then suddenly there were loud shouts and both men stood up and ran outside. The Captain had a **sword** and then I saw Black Dog running away with blood on his arm. The man continued running until we could not see him.

The Captain walked back into the inn. He looked ill and suddenly he fell over. I thought perhaps he was hurt from the fight. At that moment, the doctor arrived to see my father who was sick.

"Help us, Dr Livesy! The Captain is hurt!" said my mother.

The doctor looked at him and said, "He is not hurt, but he is very ill. Help me to take him upstairs."

We took the Captain up to his bedroom and the doctor gave him some medicine. The Captain stayed in bed, but he was not quiet. He told me about his travels at sea, and said that he had something which people wanted.



1 Lesson 5



"Black Dog is not as bad as some of the other men." he said, "They all want to find me. Tell me if you see them!"

That evening, my father died. I felt terrible and forgot all about the strange things that the Captain told me.

Then, a week later, I saw a **blind** man coming down the road towards the inn. He stopped outside the door when he was near and asked, "Where am I? Will a kind person help me?"

"You are at the Admiral Benbow Inn in Black Hill Cove," I told him.

At that moment, he **grabbed** my hand.

"Take me to the Captain!" he said. "Take me to him now!"

I walked with the blind man into the inn and took him to the Captain. The Captain looked very surprised to see him.

"Now, Bill, stay where you are. I can hear you. Take this." He then put something in the Captain's hand, turned round and left.

The Captain looked at what the man gave him.

"Ten o'clock!" he said. "I have time!"

Then the Captain suddenly fell to the floor. He was dead.

I found my mother and we talked about what we should do. We knew that the Captain had a box in his room and it probably had money in it. The blind man and Black Dog probably wanted this. I thought about taking the box to Dr Livesy, but I did not want to leave my mother. We knew that we were in danger. We decided to go to the nearest village and ask our neighbours for help **guarding** the inn.

However, none of the people in the village wanted to help us. They did not come back with us, but one man went to tell Dr Livesy. Another man said that we could have his gun.

It was dark when we returned to the inn. We found the key to the box in the captain's jacket. I also saw the message that the blind man gave to the Captain. It said, "You have until ten o'clock tonight."

We went upstairs and my mother soon opened the box with the key. Inside, we found some clothes, some guns, some papers and other things. We also found a bag with some coins inside.

"We only have time until ten o'clock," I said. "Let's leave before the blind man and Black Dog return."

"I'll only take the money which the Captain **owes** us," my mother said, opening the bag.

We stood up to leave, and I decided to take the papers from the box, too. We walked as quickly as we could back towards the village, but as we walked, we heard the sound of people in the road behind us.

"Take the money and run," said my mother. "I'm too weak to continue."

I did not want to leave her, so we stopped under a bridge, where we could hide in the dark.



Before you start

Go back and skim the story. Discuss these questions in pairs.

1 Who is the narrator of the story?
2 What do you know about the Captain?

Vocabulary

1 Match to give the correct definitions.

1 scar	**A** a steep piece of land or rock
2 cliff	**B** light in colour
3 dare	**C** a mark on skin from a cut or wound
4 pale	**D** to be brave enough to do something
5 sword	**E** a weapon with a long, sharp blade

2 Choose the correct answer from the list below.

guard - owe - grab - inn - blind

1 He is ....; he can't see.
2 I need someone to .... my villa.
3 I spent a night in a/an .... on my way to Alexandria.
4 Jack lent me some money; I .... him 1000 pounds.
5 To .... is to take hold of something suddenly.

Reading

3 Read these quotations? Who is the speaker of each sentence? Why do they say this?

Black Dog the blind man Jim
the Captain Dr Livesy Jim's mother

1 "Help me to take him upstairs." ....
2 "Take me to the Captain!" ....
3 "We only have until ten o'clock.' ....
4 "They all want to find me." ....
5 "I've found my friend Bill!" ....
6 "Take the money and run." ....

4 Match to complete the sentences.

1 Jim Hawkins	**A** was thin and pale, with three fingers on his left hand.
2 The Captain	**B** was the inn where Jim lived with his parents.
3 Black Dog	**C** was a doctor.
4 Admiral Benbow	**D** was the narrator of the story
5 Dr Livesy	**E** was tall and strong, with an old blue coat and a scar on his face.

5 Answer these questions.

1 Why did the Captain want to stay in a quiet inn?

....

2 Jim's father thought that the Captain's stories were frightening, but other people liked them. What do you think the Captain's stories were about?

....

3 What did the blind man give the Captain?

....

4 Why did the people in the village not want to help Jim and his mother?

....

5 Why do you think the Captain didn't want any sailors to see him?

....

6 In your opinion, what happened between the Captain and Black Dog?

....

7 What do you think Black Dog wanted from the Captain?

....

8 What does the word 'grab' imply?

....

WORKBOOK PAGES 92-93

UNIT

2

Lesson 1

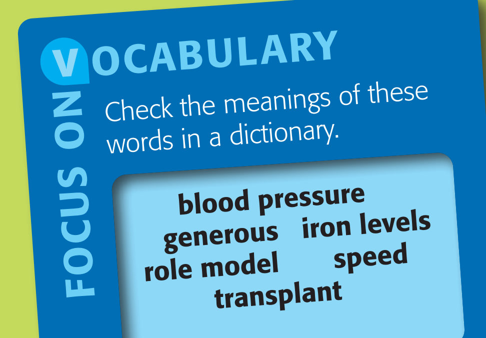
Supporting the community

OBJECTIVES

Reading A text about Egyptian people who help their communities
Writing Write a blog on a famous person; a biography of Dr Leelah Hazzah
Listening An interview with Dr Leelah Hazzah
Speaking Discussion about helping people; Making arrangements
Language Present simple and past simple; Present simple passive
Life skills Empathy

Before you start

- Who is in the photo?
- How do you think he helps people in the community?



People who help

Mohamed Salah

Mohamed Salah is one of Egypt's most famous footballers. He is **admired** for his speed and ability to score goals. In 2017, he scored the goal to send Egypt to their first World Cup finals since 1990.

Salah has been praised for his kind and **generous** donations to charity in Egypt. He **donated** money to his hometown of Nagrig to build a school, and he has helped a children's cancer hospital in Cairo.

Salah's **desire** to help others is because he wants to give young people a chance to succeed. He is a **role model** to millions of Egyptians who gave him the nickname 'The Happiness Maker'.

Blood donors

Every year on 14th June, countries around the world take part in World Blood Donor Day to share information about the importance of giving blood.

Why should people donate blood? Donating blood can help people if they have been badly **injured** or need regular blood **transplants** because they have a **long-term** illness.

Giving blood can also have health benefits. All donors have their **blood pressure** and **iron levels** checked before donation, so people who **donate** blood can find out quickly if they have any health problems.

Giving blood can save lives and it is easy to do!



Vocabulary

1 Read both parts of the text. Match the meanings below with words in the text.

1 well-known *famous* ....
2 respected someone ....
3 gave something ....
4 wish ....
5 hurt ....
6 for a long time ....

Reading

2 Read both texts quickly and choose to complete the sentences.

1 Mohamed Salah helps people by
A building houses.
B giving money.
C being a model for young people.
D All of the above.

2 People should give blood because
A it helps injured people.
B it increases health benefits.
C it is not easy to do.
D Both A and B.

3 World Blood Donor Day is on
A 13th June.
B 14th June.
C 24th June.
D 14th of July.

4 What is the main idea of the two texts?
A You can help people if you work in important jobs.
B It is easy to help people, but it takes a lot of time.
C You can help people anywhere at any time.

3 Read the texts again and answer the questions.

1 What do people around the world think of Salah? ....
2 What has Salah helped to build in Nagrig?
....
3 Why is Salah sometimes called 'The Happiness Maker'? ....
4 Why do people celebrate World Blood Donor Day on 14th June each year?
....
5 Why should people donate blood?
....

4 Discuss this question in pairs.

1 What benefits do you think both Salah and the blood donors get from their efforts?
....



Writing



5 What can you do to help your community? Write a list in your notebook, then compare your ideas with your partner.



2 Lesson 2

FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

roar **prestige**



Listening

1 **You are going to listen to a talk. First, look at the photos. In pairs, discuss what you think the talk will be about.**

1.3 **2** **Now listen to the interview. Then, complete the sentences with one word.**

Conservation in the community

There were lions in **1** *Egypt* in the past, but now they have all gone. Dr Leelah Hazzah first heard about lions from her **2** .... This inspired her to study biology and conservation. There are now less than **3** .... lions in Africa today.

Villagers are often **4** .... with the lions as they kill their cows and goats. When the villagers kill a lion, a young man gets a new **5** ....

Leelah Hazzah studied in America, then spent one **6** .... with the Maasai in Kenya. Now she works with Lion Guardians, who recognise that the Maasai have the **7** .... to find wild lions.

These days, many young men do **8** .... with the conservationists. Lion Guardians gave some men **9** .... so that they can earn regular money.

It is important that conservationists listen to **10** .... people.

3 **Answer the question.**

Lions started to attack the villagers only 60 years ago. What were the reasons?

Speaking



4 **Discuss these questions in pairs.**

1. The Maasai turned from lion killers to lion guardians but still they felt honoured. Why?
2. What message does Dr Leelah's story tell us about changing people's beliefs?



Lesson 2

2

FOCUS ON LANGUAGE

LANGUAGE REVIEW PAGE 79

Present simple and past simple

Use the present simple

- for situations or actions that are usually true:
  *My sister usually **walks** to school every day.*
  *The earth **goes** round the sun.*
- for habits or repeated actions, often with frequency adverbs:
  *I often **watch** television in the evening.*
  I usually go to school by bus/ I'm used to going to school by bus
- In timetables and after time clauses:
  *I go home after I **finish** work.*
  *The first lesson **starts** at 8.15.*

Use the past simple

- for completed actions and successive actions in the past:
  *Leelah Hazzah **moved** to Kenya to study lions.*
  *Last weekend, I **went** to the club and met my friends.*
- for repeated actions and habits in the past:
  *Leelah's father **told** her stories every evening when she was a child.*
  *My grandfather always **walked** to work when he was young. (He used to walk to work when he was young.)*

Questions

For questions in the present simple, use *do* and *does*:
***Do** you **like** lions?*
***Does** Mohamed Salah **play** for Liverpool?*
For questions in the past, use *did*:
***Did** Leelah Hazzah **study** in America?*

5 **Complete the sentences with the correct present or past simple form of the verbs in the box.**

be eat move ~~score~~ talk watch

1 Mohamed Salah ...scores... a lot of goals.
2 In 2017, my parents .... to Luxor.
3 How often .... you .... fruit and vegetables?
4 I always do my homework before I .... television.
5 There .... thousands of people at the football stadium yesterday.
6 The TV presenter .... to her viewers in a very friendly way.

6 **Choose the correct answers to complete the dialogue.**

Karim: I'm bored – all my friends are away on holiday and I ❶ **have / had** nothing to do.

Mum: Well, why ❷ **don't / didn't** you do sport or do some work helping in the town?

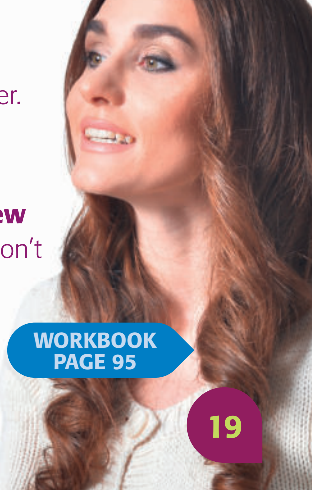
Karim: That's a good idea. Do you ❸ **know / knew** what I could do?

Mum: Your cousin ❹ **helps / helped** at the community centre last summer. Do you ❺ **remember / remembered**?

Karim: ❻ **Does / Did** he enjoy it?

Mum: Yes, and he ❼ **makes / made** lots of new friends. I ❽ **know / knew** that they have basketball games there and you're really good. Why don't you ❾ **go / went** and teach basketball?

Karim: That's an idea. I always ❿ **love / loved** sports at primary school and I like kids!





WORKBOOK PAGE 95

2 Lesson 3

Before you start

- Who are the people in the photos?
- What do you think hunting parties are, and why do they kill lions?
- Why is it important to protect animals such as lions?

Reading

1 Read the text and check your answers.

2 Read the text again, and answer the questions.

1 Name three reasons why the Maasai men are selected to be Lion Guardians.

2 What do you think will happen if lions disappear from Africa?

3 Summarise the text in no more than 30 words.

Writing tip

Do not include your opinion in a summary. It should be objective.

Language

3 Read the text again and underline all the passive forms.

4 Complete the sentences with the correct form of the verb in brackets.

1 The young men ***are taught*** *(teach)* to be field biologists.

2 Local people .... *(give)* jobs.

3 The community .... *(encourage)* to look after the lions.

4 Lions .... *(not hunt)* as much as in the past.

5 Money .... *(bring)* into the area by tourists.

6 Lion Guardians .... *(need)* in other countries.

REMEMBER!

Words for jobs often end in *-ist*, for example *biologist, artist, scientist.*



Working together

Lions are disappearing all over Africa but there is some hope now after the amazing work of an **organisation** called Lion Guardians, which is based in Kenya, but Guardians help in nearby Tanzania. The aim of Lion Guardians is to help local people to protect their own **livestock** and reduce the number of lion killings in the area.

Cattle are important to the villagers but they often go missing or are attacked by lions. Then the lions are killed as villagers worry about losing more livestock.

Lion Guardians is changing this. The organisation works with the community to help both the lions and the livestock and this is done by employing local people. Maasai men are chosen to become **guardians** as they understand lions and have the skills needed to **monitor** their movements, find missing livestock and stop **hunting parties** who kill the lions for sport. They are taught to be field **biologists** and are given a sense of responsibility.

Lions are monitored everyday and the information is sent to the cattle farmers who can then make sure their cows are safe.

Lion Guardians are very successful. They help the future of lions as well as the local communities.

FOCUS ON LANGUAGE

LANGUAGE REVIEW PAGE 79

Present simple passive

- Use the passive (*am/is/are* + past participle) when the action is more important than the agent (who or what does it): *The organisation **is based** in Kenya.*

WORKBOOK PAGE 96



Writing

1 In groups find out about other famous Egyptians who are helping their communities.

- Choose someone you are all interested in, then use the internet to do your research.

2 Complete the notes about the person you chose. Write at least two ideas under the heading.

Useful Expressions

- … was born in …
- He/She lived in … as a child but moved to …
- He/She works …
- He/She helps …
- His/Her work is …
- I think he/she is important because …



Paragraph 1: Introduction:

Name:

Date and place of birth:

Job:

What he/she is doing:

Note

An essay is a formal piece of writing that deals with a single subject from different angles.

An essay usually has three parts: an introduction, body and conclusion.



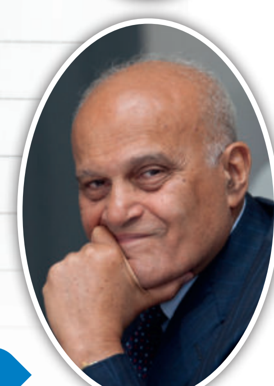
Paragraph 2: Body

How this helped the community:



Paragraph 3: Conclusion

Why you think he/she is important:



3 Use your notes to write about the person you chose. Write a simple three-paragraph essay with an introduction, body and conclusion.

WORKBOOK PAGE 97



2 Lesson 5 Treasure Island

Before you read

- What do you think will happen next in the story?

Chapter 2

I could see the road from where we were hiding, and soon I saw eight men. One of them was the blind man. I saw them walk down the road to the Admiral Benbow Inn. They were surprised to see that the door was open, then they all ran inside. I heard someone shout, "Bill's dead!"

"Go and find his box," said the blind man.

A little later, a window opened from the Captain's bedroom and a man called out, "Someone has opened the box!"

"Is it there?" said the blind man.

"Only the money is there," replied the man.

"It's the boy and the woman from the inn!" shouted the blind man. "Let's find them!"

The men started to look around the house.

"If you find it you'll all be rich!" said the blind man.

At this time, we heard horses coming down the road. When the men heard the horses, they started to run in all directions.

The horses arrived, so I ran out to see who was riding them. One of them was the boy who went to get Dr Livesey, and the rest were policemen. Two men took my mother to the



village, where she soon felt better, and the others tried to catch the men. But it was too late: we heard that they **escaped** on a boat.

I returned to the Admiral Benbow with the police.

"What did they want?" said Mr Dance, the **head** of the police.

"I think that they wanted this," I said, showing him the papers that I still had in my jacket. "I'd like to take them to Dr Livesy."

"That's a good idea," said Mr Dance. "He's a **magistrate** as well as a doctor. He'll know what to do. I'll come with you."

We found that Dr Livesy was not at home, but was eating at the house of Mr Trelawney, an important rich man. Mr Trelawney asked us into his house. I showed Mr Trelawney and Dr Livesy the papers that the Captain had in his box.

"I think this might be a **clue** as to where Flint buried his treasure!" said Dr Livesy.

"That is why those men were not interested in money," agreed Mr Trelawney. "If you are right, we should take the next boat from Bristol and go and find the treasure ourselves!"

"If Jim here agrees," said the doctor, looking at me, "we should look at these papers now."

The doctor looked at the papers. Some of them seemed to describe the ships that the Captain and his men had **robbed** of money. Then we looked at the other papers and saw a map of an island, with a big cross on it next to the words, "most of treasure here."

"Dr Livesy, we should go to Bristol tomorrow," said Mr Trelawney. "In a few days, we'll find the best ship in England. Jim Hawkins here can come as our ship's boy. You can be the ship's doctor."

2 Lesson 5



"I agree," said the doctor, "but those men who tried to find the map will now be looking for us. We are not safe anymore. We must not tell anyone else what we know."

It took us longer than we thought to be ready to leave England. While Mr Trelawney prepared for the journey in Bristol, I stayed at Mr Trelawney's house with his **servant** Redruth and spent hours studying the map, thinking about the treasure that we might find.

One day, a letter was sent to me from Mr Trelawney. It said that a good man called Blandly had a ship called the Hispaniola for us. Trelawney said that he had found a crew ready to work on it. The **crew** included a man called Long John Silver, who had lost a leg but was a good cook. Silver also knew other men who would join us. Trelawney said that everyone was excited by the thought of the treasure. I was surprised by this, as I thought we had to keep the news of the treasure a secret.

I was very excited by the thought of the journey and I went to say goodbye to my mother at the Admiral Benbow Inn. I was very sad to leave her the next day, when I travelled to Bristol with Redruth. We had just one night in the city before we were going to sail.



Before you start

Go back and skim the story. Discuss these questions in pairs.

1 What were the eight men searching for?

2 What do you know about Mr Trelawney?

Vocabulary

1 Complete the sentences with these words from the story.

clue crew escape head
magistrate rob servant

1 The .... of the ship all worked together to travel across the sea.

2 The police are searching for ....s to the murder.

3 The police caught that man trying to .... the bank and take lots of money.

4 Nobody can .... from that prison.

5 The king has many ....s who do the cooking and cleaning in his palace.

6 The thief has to tell the .... why he stole the car.

7 The .... of the football team can tell the other players what to do.

Reading

2 Put these events in the correct order.

a ☐ Mr Trelawney and Dr Livesey decide to search for the treasure.

b ☐ Mr Blandley finds a ship and a crew.

c ☐ Jim says goodbye to his mother.

d ☐ Jim shows the Captain's papers to Dr Livesy and Mr Trelawney.

e ☐ The men try to find Jim and his mother.

f ☐ Eight men come to the inn and search for the Captain's box.

g ☐ Dr Livesy and the policemen arrive.

WORKBOOK PAGES 98-99

3 Complete the table.

Characters	Jobs that they will do on the Hispaniola
Jim Hawkins	....
Dr Livesy	....
Long John Silver	....

4 Work in pairs to answer these questions.

1 Why were the eight men searching for the paper?

....

2 "It's the boy and the woman from the inn!" What does the blind man mean by this sentence?

....

3 What does 'There' in line twelve, and 'It' in line seventeen refer to?

....

4 How were Jim and his mother saved from the eight men?

....

5 What do you think would have happened if the blind man and his men found the boy and his mother?

....

6 Why did Jim want to give the papers to Dr Livesy?

....

7 What did Mr Trelawney think they should do about captain Bill's papers?

....

8 If you were in Jim's place, would you go to look for the money robbed by the Captain and his men?

....

5 Work in your group to answer these questions.

1 How do you think the crew found out about the treasure?

....

2 The crew knew about the treasure. Do you think it is good that the crew know about the treasure? Why? Why not?

....

3 Suggest a suitable title to the chapter.

....

UNIT

3 Lesson 1

Improving lives

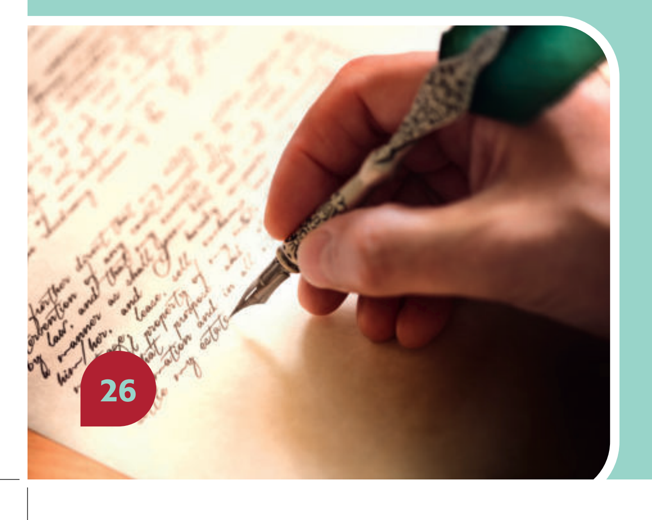
OBJECTIVES

Reading An extract from *David Copperfield*
Writing A paragraph on a book character; A summary of a story
Listening A talk about the effect of Charles Dickens' books
Speaking Discussing a topic
Language Past simple and present perfect
Life skills Empathy

Before you start

You're going to read an extract from the book *David Copperfield* by Charles Dickens. Before you read, discuss the answers to these questions.

- What do you think happened in the past to people who did not have any money?
- What do you think happened in the past to the many people who became ill?
- What do you think happened in the past to the children who did not have parents to look after them?



Vocabulary

1 What do you think the underlined word(s) mean? Choose the correct answer.

1 I never borrow money so I never have **debts**.
A money you must give to someone
B money you would like **C** visits to the bank

2 Footballers often **earn** a lot of money.
A pay **B** receive for doing work **C** take

3 Judy buys cotton from a **merchant** and uses it to make clothes.
A a school **B** a shop
C a person who buys and sells a lot of goods

4 You bought me my theatre ticket yesterday, so I **owe** you some money.
A have to pay back **B** can't give **C** am happy to give

5 Poor Ahmed is **miserable**. He missed his bus, broke his phone and found out that he didn't pass his exams!
A happy **B** very sad **C** late

6 My baby sister never stops eating! She is **plump**, healthy and happy!
A ill **B** fat in a nice way **C** angry

7 People who break the law go to **prison**.
A a place to keep criminals **B** another country
C your home

8 The farmer got a cat after he had a problem with **rats**.
A bad people **B** animals like big mice **C** dirty water

David Copperfield

'This is Mr Quinion, David,' Mr Murdstone said. 'You're going to work for him at Murdstone and Grinby, the bottle **merchants**, in London. You'll **earn** enough money to pay for your food, and I've arranged a place for you to live.'

I was ten years old and I was going to go to work.

And it was hard work. I went to a dirty old house near the river where **rats** lived under the floors. *There* my job was to wash empty bottles with three other boys, and I hated it.

One morning, a **plump** man came to see me with Mr Quinion.

'Ah, Master Copperfield!' the man said 'This is Mr Micawber,' Mr Quinion told me. 'You will be living at his house.'

And that evening, Mr Micawber took me home. His wife – a thin, tired-looking lady – was sitting with a baby. The baby was one of twins, and they had a boy of four and a girl of three.

I soon discovered that the Micawbers were poor and that Mr Micawber **owed** money to several people. One morning the police came and took Mr Micawber away to **prison** because of his **debts**. I went to see him *there* the next Sunday.

'If a man earns twenty pounds a year and spends nineteen pounds, he'll be happy,' he said. 'But if he spends twenty pounds and a penny, he'll be **miserable**.'

2 **Read the extract and answer this question.**

At the beginning of *David Copperfield*, David's mother dies and he has no parents. The man who looks after him, his step-father Mr Murdstone, has some more bad news for him. Read the extract and find out what this is.

3 **Are these sentences *true* (T) or *false* (F)?**

1 David Copperfield is not going to live with Mr Murdstone any more. ☐
2 Mr Murdstone found him a good job at a modern building. ☐
3 Mr and Mrs Micawber had four children. ☐
4 The police took Mr Micawber to prison because he often hurt people. ☐
5 Mr Micawber tells David that he would be very unhappy if he had money. ☐

REMEMBER!

You cannot use *very* before strong adjectives like miserable because it already means very unhappy.

To which of these adjectives can you add very to make them stronger?

good amazing terrible cold

Speaking

4 **Discuss these questions in pairs.**

1 Why do you think Mr Murdstone sent David to work in a factory?
2 Who did David work with and why?
3 Why do you think that Mr Micawber wanted David to live in his house?
4 What does *There* refer to in lines 8 and 23?
5 Do you think that people who owe money should go to prison? Why/ Why not?
6 'If a man earns twenty pounds a year and spends nineteen pounds, he'll be happy.' Do you agree with Mr Micawber? Why/Why not?

Research

Search for:

1 The main characters.
2 David's life before, while and after his work in the factory.
3 The end of the story.
4 What did you learn from the story?

WORKBOOK PAGE 100

3 Lesson 2

Before you start

- What do you like about the story *David Copperfield*?
- Do you think that novels can teach us about life? Why? Why not?

Language

1 Underline all the verbs in these sentences. Write PS (past simple) or PP (present perfect).

1. I've never read *David Copperfield.* PP
2. I read *David Copperfield* two years ago. ....
3. Adel has just finished reading *David Copperfield*. ....
4. My sister hasn't read *David Copperfield* since high school. ....
5. I read some of Charles Dickens' books last year. ....
6. Aya studied English for years and she read *David Copperfield* then. ....

2 Work in pairs. What is the difference in meaning between these sentences?

1. I lived in Qena for years.
   I've lived in Qena for years.
   In the first sentence: I don't live in Qena now.
   In the second sentence: I live in Qena now.
2. I'm reading *David Copperfield.*
   I've just read *David Copperfield*.
   ....
   ....
3. Amal has stayed in Hurghada for two years.
   Amal stayed in Hurghada two years ago.
   ....
   ....

3 Work in pairs. Discuss these questions

1. How many books did you read last year?
2. When did you learn to read?
3. Have you ever read any books by English writers? If yes, what are their names?

FOCUS ON LANGUAGE

LANGUAGE REVIEW PAGE 80

Present perfect and past simple

Use the present perfect (*have/has* + past participle) for

- actions that started in the past and continue: *I'**ve lived** in Qena for ten years. I'**ve lived** there since I was a child / since 2001.*
- actions which have happened very recently: *I'**ve just finished** reading David Copperfield.*
- actions which have not happened but might happen in the future: *I'**ve never read** David Copperfield. / Ahmed **has** already travelled to London, but he hasn't visited Paris yet.*
- questions and answers about people's experiences: ***Have you enjoyed** today's lesson? Yes, I'**ve had** a great time. / **Have you ever been** to Aswan? No, I'**ve never been** there.*

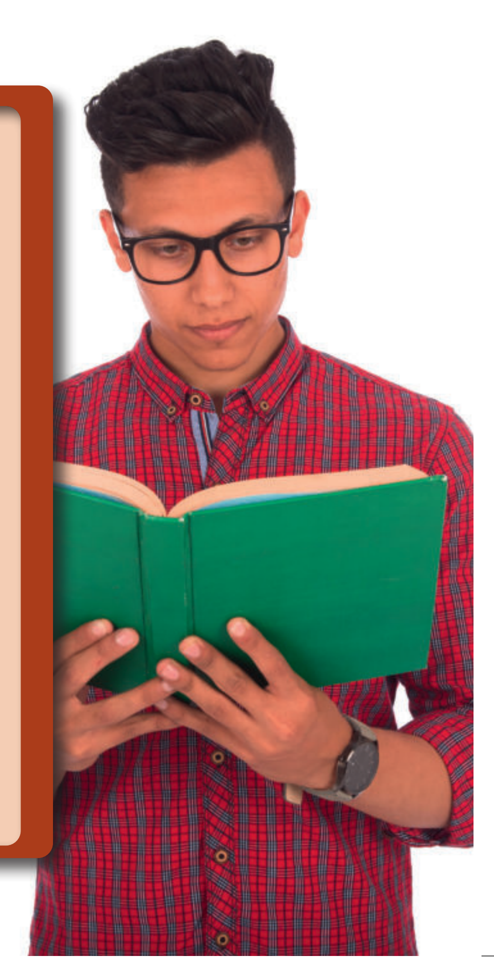
Note:

has/has been to (went and returned)

have/has gone to (went and is still there).

Use the past simple for

- actions that started and finished in the past: *He **lived** in London in 2016. / I **read** Black Beauty two years ago.*



Listening



4 You're going to listen to a talk about Charles Dickens. Which of the following is something that Dickens and David Copperfield did *not* both do? Tick (✔).

1. They were both successful writers. ☐
2. They had a stepfather. ☐
3. They worked in a factory when they were young. ☐



1.4 **5 Listen to the talk and answer the questions.**

1. What did Charles Dickens want people to do after they read his books?
   Do something to change the world.
2. Who did Charles Dickens most want to help?
   ....
3. Why did he want to help them?
   ....
4. How was the poor law against the people's benefit?
   ....
5. Dickens' thought that both poor and rich people have a role to make society better. Explain.
   ....



1.5 **6 Listen again. Find and correct the factual mistakes in these sentences. Some sentences may be correct.**

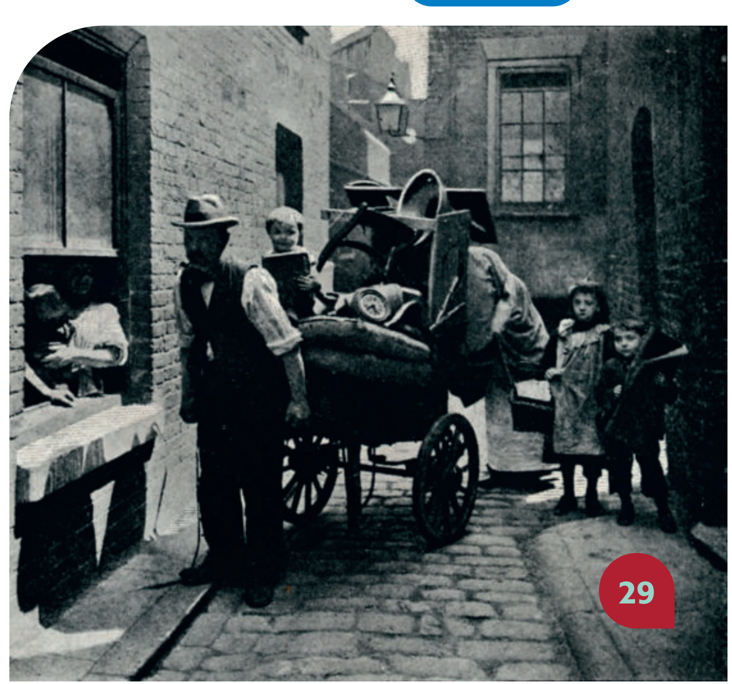
1. Charles Dickens left school when he was ten years old.
   Charles Dickens left school when he was 12 years old.
2. There was a new law in 1834 which made life worse for poor people.
   ....
3. Dickens spent three years writing *David Copperfield*.
   ....
4. Dickens thought that Mr Micawber and Mr Wickfield were helpful and kind people.
   ....
5. Bad people in his books were usually rewarded.
   ....

Speaking

7 Discuss these questions in pairs.

1. Do you think Charles Dickens' books have changed people's opinions about poor people? Why/Why not?
2. Have you read a book that has changed your opinion? If yes, what was it and how did it change your opinion?

WORKBOOK PAGE 101



3 Lesson 3

Before you start

Work with a partner and number the order of the things that happen in a story.

- **a** There's a problem or something goes wrong. ☐
- **b** We find out what happens when things are OK again. ☐
- **c** We find out where and when the story is happening and we meet the main character. *1*
- **d** The problem is solved and things are OK again. ☐

Listening

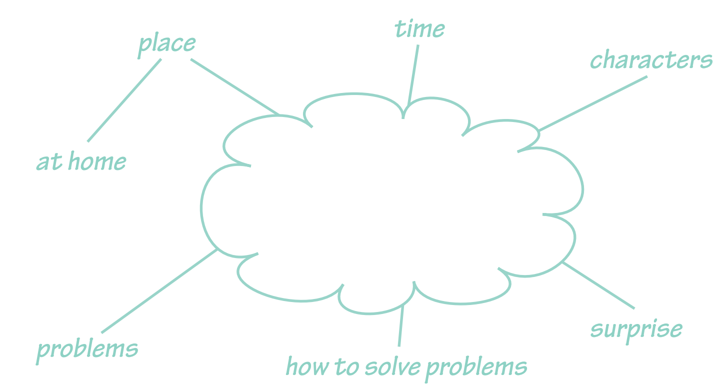
1.6 **1** **Listen to an expert talking about the structure of a short story and check your answers.**

1.7 **2** **Listen to the expert again. Complete her four tips for writing short stories with the correct word or words.**

1. It's important to ......*plan*...... your story.
2. Don't spend too much time .... places and people.
3. It's a good idea to have .... problems.
4. In this third part of the story, there should be a .... for the reader.

Writing

3 **Think of an idea for a short story. Brainstorm the place, the time, the main character(s), the problem the characters will have, what they will do so things are OK again and the surprise at the end of the story.**





4 **Make brief notes about what happens in each part of your story in the table.**

	What happens?
Part 1	
Part 2	
Part 3	
Part 4	

WORKBOOK PAGE 102

Video

Before you start

- Do you help your community?
- Why should we respect the people who help their community?
- What do they do?

Reading

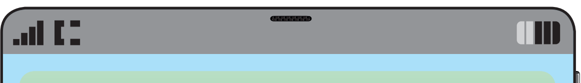
1 **Read the text message that Heba has sent to her friend, Amal. What does Heba want to do? Which voluntary work do you think Heba should do? Why?**





Hi Amal! Can you help me? ☺ I really want to do something to help other people in my free time, but I don't know what I can do. Do you have any suggestions for voluntary work I could do? Heba

2 **Read Amal's reply. Who does Amal suggest that Heba could help? Read and tick (✔).**



Hi Heba! Good to hear from you! Why don't you try visiting old people in their homes? You could also help disabled children with their work. And how about looking after the baby animals at Youssef's farm? Amal

a old people ✔
b disabled children ☐
c babies ☐
d teachers ☐
e animals ☐



Language

3 **Read Amal's message again. Underline the phrases for making suggestions that she uses, like the example.**

Speaking

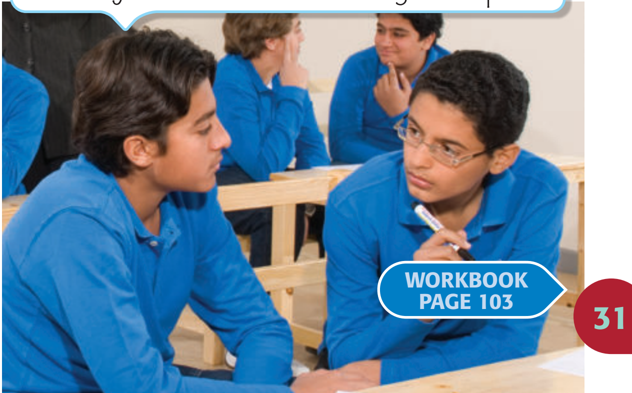
4 **Work in pairs. Make conversations using the expressions for making suggestions in the box.**

a Student A: You want to help children in your town or city. Ask your partner to suggest three ways you could do this.

Student B: Make three suggestions for ways your partner could help children.

b Student A: You want to help old people in your town or city. Ask your partner to suggest three ways you could do this.

Student B: Make three suggestions for ways your partner could help old people.



WORKBOOK PAGE 103

3 Lesson 5 Treasure Island

Before you read

- What do you think life is like on the *Hispaniola*?



Chapter 3

The next morning, Mr Trelawney asked me to take a note to Long John Silver. I went to the inn which Silver owned. It was full of people, but I soon saw a tall, strong man with one leg. He looked very happy and seemed to know all of the people there. I walked up to him and gave him the note. When he saw that it was from Mr Trelawney, he looked surprised and said, "Ah, you must be the new ship's boy!"

At that moment, one of the men in the inn quickly left the room. I saw that he had three fingers on one hand.

"It's Black Dog!" I called. "Stop him!"

"Yes, stop him! He did not pay for his food!" called Silver to one of his helpers. The helper ran out of the door.

"Do you know that man? Black Dog, is it?" Silver asked me.

"Yes, he was one of the men who attacked my home. Did Mr Trelawney tell you about that?" I replied.

"Ah, yes. I've seen him in my inn before. He sometimes comes with a blind man."

"The blind man is called Pew," I said. "He was with Black Dog when they attacked."

"Then we must catch them both," said Silver. However, the helper returned and said he could not catch Black Dog.

"Well, we must return to Mr Trelawney," said Silver.

We walked back along the **harbour** past boats of different sizes, all preparing to go to sea.





Silver told me all about the boats and I knew that he was a great sailor.

We found Dr Livesy with Mr Trelawney when we returned to his hotel, and told them about Black Dog.

"There is nothing we can do now," said Mr Trelawney. "We leave at four o'clock this afternoon. Get your hat, Jim, we'll go on the ship now," he said to me.

It took some time to reach the Hispaniola. When we walked onto the big ship, the captain, Smollett, did not look happy to see us.

"What's the problem?" asked Mr Trelawney.

"I don't like the men on this ship and I'm not happy about where we're going," he said.

"Why not?" asked Dr Livesy.

"I was told that the destination of the journey was a **secret**," he explained. "But the crew tell me we're looking for treasure. I know that looking for treasure always means danger. And when I go on a journey, I like to be able to choose my own crew."

"Don't you like the crew we chose?" asked Mr Trelawney.

"If I sail with them, I want you to stay at the front of the ship for all the journey, and to keep guns with you. And don't show anyone the map," said Smollett.

"Are you worried there will be a **mutiny**?" asked Dr Livesy.

"It's my job to keep you safe, that's all,' said Smollett, and walked to another part of the ship.

"I think you've two good men on the ship," said Dr Livesy. "That's Long John Silver and Captain Smollett."

"I know Long John Silver is a good man," said Mr Trelawney, "but I don't think Captain Smollett is."

I agreed with Mr Trelawney. I did not like Captain Smollett.

The *Hispaniola* finally left Bristol and our long journey began. Silver was able to walk around the ship on one leg, using only a **crutch**. All the men liked him and he was a good cook, his kitchen always clean. When he wasn't working, he looked after his **parrot**. He called it Captain Flint and said it was 200 years old. The parrot could talk, too, which always made me laugh.

One night, before I went to bed, I decided to eat an apple. The apples were kept in a big **barrel** which I climbed inside, because it was nearly empty. Before I left the barrel, I heard a man talking nearby. It was Silver and what he said was terrible.

"On that journey, Flint was the captain," he said. "It was then that I lost my leg and Pew became blind. After that journey, I put a lot of money in the bank. It was a great journey, and most of the same crew are on this ship today."



3 Lesson 5

"You won't be able to return to Bristol after this journey," said another sailor called Dick. "What will happen to your inn?"

"I've sold it," said Silver. "My wife has the money and is waiting for me to return in a secret place. And after this journey, you'll have lots of money, too."

Another man joined them and said, "I'm tired of waiting. When can we **attack** Captain Smollett?"

"You must be **patient**," said Silver. "Trelawney has the map, so we wait until they have found the treasure. We might also want Smollett to take us home before we attack."

"We shouldn't wait that long," replied another sailor.

"You're like the others," said Silver. "You want to do things quickly. That's what Pew and Flint wanted to do. What happened to them? Pew is blind and Flint is dead."

I began to realise that Silver was not only a cook, but he was also a **pirate**, and the other crew were part of his **gang**.

"No, we wait," continued Silver. "When the time is right, I'll kill Trelawney and his friends! Now, Dick, can you get me an apple?"

When I heard these words, I was very frightened. However, before Dick came to the barrel, I heard another sailor call out:

"I can see land!"

It was this news that saved me, because the sailors now all forgot about apples. We were near the Treasure Island.



Before you start

Go back and skim the story. Discuss these questions in pairs.

1 What is Jim Hawkins' job on the ship?

2 Why is Captain Smollett unhappy at the start of the journey?

Vocabulary

1 Choose the correct definitions.

1 harbour — **a** a brightly coloured bird which can learn to speak

2 mutiny — **b** a special stick which you put under your arm to help you walk when you have hurt your leg

3 crutch — **c** a sailor who attacks ships and steals from them

4 parrot — **d** an area of water next to the land where ships can stay safely

5 barrel — **e** a group of people that causes trouble

6 pirate — **f** when a group of people refuse to obey the person in charge of them and take control for themselves

7 gang — **g** a large container made of wood or metal

8 secret — **h** an act of violence that is intended to hurt a person or damage a place

9 patient — **i** known about by only a few people and kept from others

10 attack — **j** able to wait calmly for a long time

Reading

2 Which is the best description of Long John Silver?

1 He's a good man and a good sailor, but he's unhappy because he did not choose the crew on the Hispaniola. ☐

2 He's a pale pirate with three fingers. He runs away from the inn when Jim sees him. ☐

3 He's a tall, friendly man with one leg. He's an excellent sailor, but he's also a pirate and is planning to attack Trelawney and his friends. ☐

3 Work in groups to answer these questions:

1 Does Captain Smollett trust his crew? How do you know?

....

2 'Looking for treasure always means danger'. Why do you think Captain Smollett said this?

....

3 Do you think Trelawney and Jim's first impression of Captain Smollett was right? Why?

....

4 Who are the two good men on the ship whom Dr Livesy was talking about?

....

5 Who was Captain Flint?

....

6 Silver and Pew were old friends. Explain.

....

7 What is Silver's secret plan on the *Hispaniola*?

....

8 'You want to do things quickly', what does this quotation tell you about Silver's character?

....

9 Jim's luck saved him from Silver and his men. Explain.

....

Speaking

4 Discuss these questions in pairs.

1 *Not all that glitters is gold*. Explain the meaning of this phrase, referring to Silver and Smollett.

2 How do you think Jim felt when he learnt about Long John Silver's true character?

3 'Most of the same crew are on this ship today'. What do you think will happen next after this quotation?

WORKBOOK PAGES 104-105



Lesson 1

Before you start

- Do you know the people in the photo?
- Which sports stars do you know?
- Why are they famous?

Reading

1 Read both texts and answer these questions.

1. Who is good friends with Mohamed Elneny?
2. How has Raneem El Weleily helped young Egyptians?

2 Read again. Are these sentences *true* (T) or *false* (F)?

1. Mohamed Elneny and Mohamed Salah became friends in Nasr City. [T]
2. Elneny moved to Europe at the same time as Mohamed Salah. [ ]
3. Mohamed Salah followed Elneny to Switzerland. [ ]
4. Elneny says that Mohamed Salah is different now. [ ]
5. Raneem El Weleily was first world champion in 2014. [ ]
6. There were two Egyptian squash players in the final of 2017. [ ]
7. Raneem became World Junior Champion when she was ten. [ ]
8. Many Egyptians play squash because of Raneem El Weleily. [ ]

Mohamed Elneny

Mohamed Elneny is a famous Egyptian footballer. He is a strong player, and he has played for the Egyptian national team more than 60 times. He has scored more than six times for Egypt, and he is often on television. Elneny was born in 1992 and moved from his boyhood club Al Ahly, in Cairo, to Al-Mokawlon in Nasr City in 2010. He played for Al-Mokawlon at the same time as Mohamed Salah, and the two footballers became good friends. In 2013, Elneny went to Switzerland and joined Basel, one year after Salah went to the same club. Then Elneny went to London, England to join Arsenal.

He is still good friends with Salah. 'I'm happy to have been with him since the beginning and he has not changed,' he says.



Raneem El Weleily

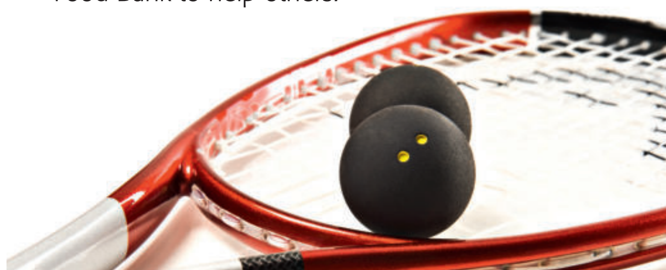
Raneem El Weleily is one of Egypt's most famous faces. She was world champion of the squash World Open in 2017, when she beat another Egyptian, Nour El Sherbini. She also twice reached the final in 2014 and 2016 and was the world's top women squash player in 2019. Raneem was born in Alexandria in 1989. She first played for Egypt's squash team when she was only ten. She became World Junior Champion in both 2005 and 2007 before winning her first competition as an adult in 2009. She is now married to another top squash player, Tarek Momen. When she is not playing squash, she likes to listen to music and do puzzles, but it is her success at squash that has inspired many young Egyptians to play the game.

Vocabulary

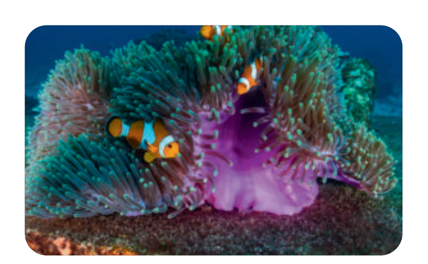
3 Complete the sentences with these words.

~~admire~~ **blood pressure** **desire** **donate** **generous**

1. I ....*admire*.......... my grandfather because he worked hard for many years to help his wife and six children.
2. Our uncle gave us money for ice cream. He is very ....
3. If your .... is too low or too high, you can feel unwell.
4. My sister has a strong .... to be a doctor. That's why she always works so hard.
5. People can .... to the Egyptian Food Bank to help others.



Listening





1 **Look at the photos. In pairs, discuss what you think the radio programme will be about.**

1.8 **2** **Now listen to a radio programme about student volunteers and check your answers to Exercise 1.**

1.9 **3** **Listen again and answer the questions.**

1 What did Adam do from a boat?
....

2 What did Adam do at the end of the day?
....

3 What happens to some of the turtles' eggs in Greece?
....

4 Why was the work in Greece often tiring?
....

5 How do we know that the area Munir worked in was isolated? ....
....

6 Why wasn't Munir's work easy?
....

1.10 **4** **Listen again. Find and correct the factual mistakes in these sentences.**

1 Volunteers are well paid for their work.
Volunteers are not paid for their work.

2 Few tourists see the fish in the Red Sea.
....

3 The problem in Greece is that turtles do not lay many eggs. ....
....

4 Lara did not often see the big turtles when they left the beach. ....
....

5 Munir worked with wild elephants. ....
....

6 The snakes in the rainforest were not dangerous. ....
....

Language

1.11 **5** **Listen again and complete these opinions.**

1 **Adam:** I'm sure my work has ....
....

2 **Lara:** In my opinion, it's a great ....
....

3 **Munir:** I don't think ....
....

6 **Match to make sentences from the recording.**

1 While the tourists were lying on the beach,
2 While the tourists were eating in a restaurant,
3 When Lara was on the beach at night,
4 A spider bit Munir's hand

a a team of people helped to clean the beaches.
b when he was putting something in his pocket.
c Adam was monitoring marine life from a boat.
d many of her friends were sleeping.

Speaking



7 **Discuss in pairs.**

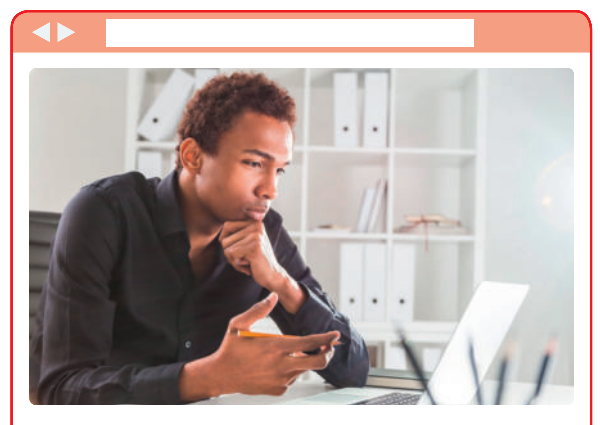
1 In your opinion, which of the people in the recording did the most interesting work? Why?

2 Do you think that all young people should work as volunteers? Why/Why not?

R1 Lesson 3

Reading

1 Read this blog. What is different about characters in a short story and a long story?



Why write a long book when you can write a short story? A short story can have 200 words or less. The writer can't describe many people or places and so there aren't so many adjectives in a short story. However, we still need a beginning, a middle and an end to the story. And the story needs to be interesting, so we include important information and an interesting main character, but perhaps only one. In fact, it can be interesting to write in the first person (I did this …) and then the person telling the story is the main character.

Readers can't learn much about this character, perhaps not even his name, but something has to happen to him. This might be a surprise, a problem or something that goes wrong. Readers don't always find out what the character does in the end, but they need to be able to imagine the end of the story. ☹ ☺ ✉

2 Read the text again. Are these statements *true* (T) or *false* (F)

1. There are a lot of adjectives in a short story. *F*
2. You do not need to give a lot of information about the main character. ☐
3. A short story can't be written in the first person. ☐
4. A short story needs a problem, a surprise or something that goes wrong. ☐
5. The reader should be able to finish the story in his or her head. ☐

3 Read this short story and answer the questions.



On a hot night long ago, Tutankhamun, Pharoah of Egypt, had a dream about a strange man. The man said his name was Howard Carter. But Tutankhamun was a busy man. He worked hard to run the country and completely forgot his dream. It was many centuries later when Howard Carter found him.

1. Who are the main characters? What do we know about them?
2. What happens at the beginning, the middle and at the end?
3. Is there a surprise or a problem? If yes, what is it?
4. Do you think the story is interesting? Why/Why not?



4 Use the internet or a library to find other examples of short stories.

Writing

1 **In groups, you are going to plan a short story. Make notes to help you.**

2 **Work in a different group.**

1 Compare your ideas for the short story.
2 Choose the plan that you think is best.
3 Can you add any ideas to the plan?



1 The beginning: Main character
Any other characters
Time and place
2 The middle: A problem or surprise
3 The ending: Solution to the problem

3 **Use your notes to each write a short story. Write about 150 words.**

....

....

....

....

....

....

Speaking

4 **Take turns to read your stories to the class.**

1 Have a vote on the most interesting story.
2 Discuss why you think this story was successful.





R1 Treasure Island: Chapters 1-3

Vocabulary

1 Choose the correct answer from a, b, c, or d.

1 The people tried to catch the thief, but he ....
a caught **b** escaped
c arrested **d** managed

2 Be careful or you will fall off the ....; it's very steep.
a mountain **b** hall
c well **d** cliff

3 We .... much to our great teachers.
a take **b** lend
c owe **d** borrow

4 Pew is .... ; he has lost his sight.
a deaf **b** blind
c dumb **d** crippled

5 Outside the building, there are two men whose job is to .... and protect us.
a guard **b** attack
c prevent **d** own

6 The thief had a long curved .... on his cheek, so we could recognize him.
a skate **b** sky
c skin **d** scar

7 What a brave young man! He was the only student who .... to say the truth.
a could **b** dared
c refused **d** disagreed

8 A .... is a group of people who work against the law.
a gang **b** crew
c staff **d** team

9 Unfortunately, the burglar .... the house.
a stole **b** took
c owed **d** robbed

10 The ship .... helped each other to control the situation well.
a gang **b** staff
c crew **d** team

11 A .... is a bird with brightly coloured feathers that can learn to copy human speech.
a chick **b** duck
c parrot **d** pirate

12 The police usually look for a .... to solve a crime.
a clue **b** key
c lock **d** case

13 There are .... in this villa. They do all the housework.
a managers **b** gentlewomen
c masters **d** servants

14 The .... questioned the criminal to know the truth.
a gang **b** manager
c magistrate **d** soldier

15 A: What is the .... of the *Hispaniola*?
B: It's headed to the treasure island.
a situation **b** destination
c position **d** condition

16 Flint and his men are .... They attack ships and take money and goods by force.
a pirates **b** drivers
c pilots **d** divers

17 A .... is a large container made of wood or metal.
a tin **b** jar
c barrel **d** cup

18 The thief .... my bag and ran away.
a lent **b** borrowed
c grabbed **d** gave

19 The child seemed to be ill. He was thin and ....
a fit **b** strong
c pile **d** pale

20 A .... is a weapon with a long pointed blade and a handle.
a gun **b** sword
c bomb **d** pistol



Reading

2 Match the people or things to the descriptions.

1	Redruth	**a**	the blind man
2	Long John Silver	**b**	an important rich man
3	Pew	**c**	strong man with one leg, who is a good cook
4	Mr Dance	**d**	a servant to Mr Trelawney
5	Mr Trelawney	**e**	the head of the police
6	Black Dog	**f**	a good ship to use for finding the treasure
7	Hispaniola	**g**	a man with three fingers on one hand



3 Answer these questions.

1 Why do you think the Captain chose the Admiral Benbow as a place to stay?

....

2 Why do you think Mr Trelawney told everyone on the ship about the treasure?

....

3 Do you think Jim should trust Mr Trelawney? Why/Why not?

....

4 Pew is blind and Flint is dead. What do you think happened on their last voyage?

....

5 What is Silver's secret plan on the *Hispaniola*?

....

6 Why do you think they chose Silver to be part of their crew on the *Hispaniola*?

....

4 Who is the speaker of each quotation? Who is the speaker talking to and why does the speaker say this?

1 "Ah, yes. I've seen him in my inn before. He sometimes comes with a blind man."

....

2 "I don't like the men on this ship and I'm not happy about where we're going,"

....

3 "Are you worried there will be a mutiny?"

....

4 "You must be patient."

....

5 Read the quotation and answer the questions.

"I know Long John Silver is a good man, but I don't think Captain Smollett is."

1 Why do you think Mr Trelawney and Jim thought Silver was a good man and Smollett was not at the beginning?

....

....

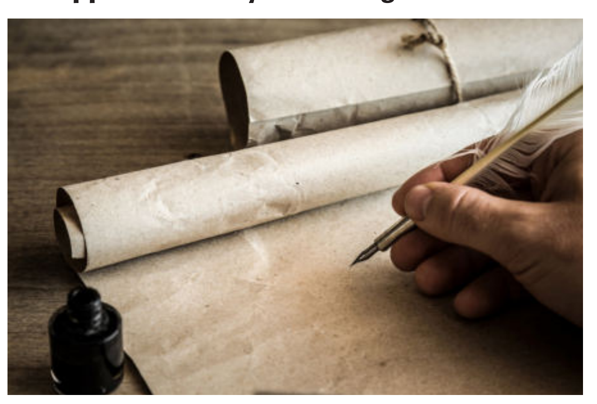
2 Agree or disagree with the quotation giving evidence to support your opinion.

....

....

Writing

6 Imagine that you are Jim. Write a letter to your mother telling her about what has happened since you left England.



WORKBOOK PAGES 106-109

UNIT 4

Lesson 1

Making new friends

OBJECTIVES

Reading A magazine article about moving to a new town
Writing An email to a magazine's problem page
Listening A radio phone-in about bullying at school
Speaking Having a debate
Language Articles, Countable/uncountable nouns
Life skills Respect for diversity; Communication

Before you start

Look at the photographs and answer the questions in pairs.

- What can teenagers do to make friends in a new town?
- What do you think is the best thing to do when you are in a new town?





Vocabulary

1 Check in a dictionary, then choose the meaning for these words and phrases.

1 advice
2 take something for granted
3 noticeboard
4 connection

a to think something is true or will stay the same
b an opinion someone gives to help you
c something that brings people together
d a thing on a wall that people put information on

Reading

2 Read the teen magazine article quickly and answer the questions.

1 What does the writer think is the most difficult thing about moving to a new town?
2 What three things does the writer say you should do to make friends and feel happy at a new school?



New in town

It's day one at a new school in a new town. You've got all the paper and pens you need. You're wearing cool new clothes. But you don't know anyone and you're not sure where to go. Starting at a new school feels so hard because you don't have any friends there to help you. It's very easy to feel stressed, but life will get easier. Here's some advice to help you.

Don't take it for granted that other students will start a conversation. Ask other people questions about themselves. Everyone likes talking about themselves. Try asking them about their favourite subjects or which sports they like and don't ask too many personal questions.

You can only make friends if you spend time with them! The best way to do this is to join clubs or do team sports you like. Go online or look at the noticeboard at your school and find out what's happening. If you're part of a team, your teammates will feel connected to you and that connection could become a friendship.

While you're busy talking to other students, don't forget to study. Remember to do your homework so you don't have any problems with your teachers. Those teachers can also give you some advice on how to make friends and enjoy life in your new town. Talk to them too.

3 Read the article again and answer the questions.

1 What is the main idea of the text?
New students should try to get to know people.
2 Why is it a good idea to ask other students questions about themselves?
3 What shouldn't you ask other students?
4 How can you find out about clubs and sports?
5 Why do team sports make it easier for you to make friends?
6 How can you avoid problems with your teachers at your new school?
7 How can your teachers help you?

Speaking

4 Discuss these questions in pairs.

1 Starting a new school might be hard, but it can help to ...
A find ways to connect with other people
B focus on teacher's notes to get high grades
C play in a team sport
D both A and B
2 Which way would you prefer to follow if you went to a new school?

5 Work in pairs. Discuss.

1 There's a new student in your class called Imad. He tells you that he likes playing football. You like playing football, too. What can you do to help Imad feel happy at his new school?
2 There's a new student in your class called Sara. She tells you that she doesn't know how to get to the the school library. You know where it is. What can you do to help Sara feel happy at her new school?





WORKBOOK PAGE 110

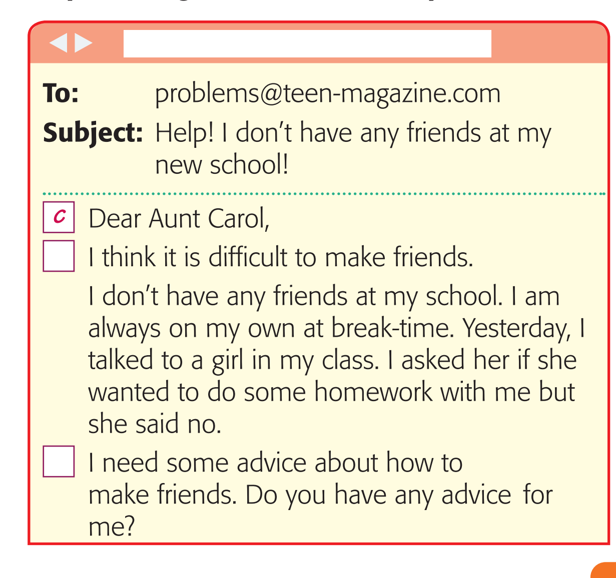
4 Lesson 2

Before you start

- Where can people find advice for the problems they have?
- Which pieces of advice do you think are the most useful?
- What kind of problems do you think a student might face?

Reading

1 **Read the two emails to a magazine's problem page below. Do they mention any of the problems you thought of in the *Before you start* section? Do they mention any other problems?**



To: problems@teen-magazine.com
Subject: Help! I don't have any friends at my new school!

☐ *c* Dear Aunt Carol,

☐ I think it is difficult to make friends.

I don't have any friends at my school. I am always on my own at break-time. Yesterday, I talked to a girl in my class. I asked her if she wanted to do some homework with me but she said no.

☐ I need some advice about how to make friends. Do you have any advice for me?

To: problems@teen-magazine.com
Subject: Help! I'm really stressed!

☐ Dear Aunt Carol,

☐ I always work very hard at school, but I'm really stressed about some exams I have next week.

The first two exams are 3 hours long and will be very difficult. The last exam is in a subject I'm not very good at. I've spent a lot of time studying in the library this week, but that hasn't helped me feel better.

☐ I need some advice about how to relax, please.

2 **Read the emails again. Label the parts of the emails.**

a Explaining the problem
b Asking for advice
c Saying who the email is for

3 **Discuss these questions in pairs.**

1 What is the same in the two emails? What is different?
2 Which do you think is the most serious problem? Why?
3 What advice can you give them?



REMEMBER!

1 An email is a text message sent through the internet.
2 Emails usually have these parts:
- **Header:** containing the email address and subject.
- **Greeting/ salutation:** addressing the recipient by name and title followed by a comma.
- **Body:** showing the reason for writing.
- **Closing (optional):** phrases like *best wishes, thank you* ..., etc.

Language

4 **Read the emails again. Underline the singular nouns and circle the plural nouns in the sentences from the emails.**

5 **Look at the words you circled or underlined and complete this table.**

Singular nouns	Plural nouns	Both
....	....	....
....	....	....
....	....	....

6 **Choose the correct option to complete the sentences.**

1 I think **–/*the*** exams we have next week will be very difficult.
2 I need ***a*/*the*** book from the library, but someone else has borrowed it.
3 ***The*/–** exams are always very stressful for me.
4 I need ***an*/*some*** advice about how to make new friends.
5 I finished ***a*/*the*** homework before I went out.
6 ***The*/–** school holidays are starting soon.
7 I made ***a*/*the*** new friend recently.
8 At night, we can see ***a/the*** moon in ***a/the*** sky.



FOCUS ON LANGUAGE

LANGUAGE REVIEW PAGE 81

Countable and uncountable nouns, and articles

Countable and uncountable nouns

- Use the following words with countable nouns: *a/an*, *the*, *a number*, *some* (plural nouns, usually affirmative), *any* (plural nouns, usually negative or questions)
- Uncountable nouns have only one form (they can't be preceded by *a/an* or changed into plural.): *advice*, *homework*
- Use the following words with uncountable nouns: *the*, *some*, *any*

Note:

Some is used in affirmative sentences.

Any is used in negative sentences and questions.

Articles

Indefinite article: A/an

- Use *a* before singular countable nouns starting with a constant sound (a friend, a uniform, a European country).
- Use *an* before singular countable nouns starting with a vowel sound (an apple, an idea, an honest man).
- Use *a* or *an* to refer to one of many things.
- Use *a* or *an* to refer to something for the first time.

Definite article: The

- Use *the* with singular and plural nouns.
- Use *the* when there's only one of something or you are talking about one specific example of something (the earth, the news).
- Use *the* to refer to something for the second time.
  I read a book. The book is really useful.
- *The* is used before the names of countries preceded by *Republic/Kingdom/ States, etc.*
  (The Arab Republic of Egypt/ The Kingdom of Saudi Arabia / The United States of America, etc.)

Note:

We say: *I live in Egypt /the Arab Republic of Egypt*

Not: *I live in the Egypt.*

Writing

7 **Think of a problem people might have at school. Write an email to a problem page in your notebook. Answer these questions to form three paragraphs.**

1 What is the reason for the problem? What is happening?
2 What are the effects of the problem on the students?
3 What do students need advice about? Who can they ask for advice?


WORKBOOK PAGE 111

4 Lesson 3



Before you start

- What do you think a phone-in is?
- What is bullying? Is it:
  - **a** not talking to other pupils?
  - **b** being nasty to other pupils?
  - **c** copying other pupils' homework?
- Do you know anyone who has been bullied at school? Did they do anything to stop the bullying?
- What do you think teenagers should do if they're being bullied at school?
  - **a** They should do nothing.
  - **b** They should fight the bullies.
  - **c** They should tell their parents or their teachers.

Vocabulary

1 Match the words with their descriptions.

1 bullying	**a** the person
2 a bully	**b** the verb
3 to bully	**c** the activity

Listening

1.12 **2 Listen to a radio phone-in about bullying. Answer the questions.**

1 Why are other pupils bullying Ali?
Because he's not very good at football.
2 What effect has the bullying had on Ali?
3 What will happen if Ali does nothing?
4 Do you think Ali was right to move to another town? Why?
5 What would you do if you were in his place?

1.13 **3 Listen again. Choose the correct word or phrase to complete the sentences.**

1 The radio show host says that ***a lot of/not many*** teenagers are bullied at school.
2 Ali is a ***15-year-old/16-year-old*** boy and other teenagers are bullying him.
3 Last week, two boys hid Ali's ***jacket/rucksack*** at school.
4 Ali was too ***worried/sad*** to tell his teachers about the bullying.
5 Ali tells the radio show host that he will talk to ***his parents/a teacher*** about the bullying.

Speaking

4 Discuss these questions in pairs.

1 Teenagers who are different to other teenagers at school, for example because they have different physical abilities, are bullied more often. Do you agree? Why? Why not?
2 How can we help people who are different to us instead of bullying them?
3 What can we learn from people who are different to us?

SKILLS FOR LIFE

Talking to people from different places or people with different opinions and experiences helps you learn a lot about the world. You will learn that the differences between us are not as big as you may think.





Before you start

Work in pairs. Write a list of the good things and the bad things people might find when they move to a new town.

Good things	Bad things
Learning about a new place	



Listening



1 Listen to Ola and Lina giving their opinions.

1. Who thinks moving to a new school in another town is good for teenagers?
2. Did they say the same good and bad things that you listed in the Before you start section? Can you add to your list?



Speaking

2 Work in pairs.

Student A: Tell Student B the positive effects of moving to a new school in another town for teenagers.

Student B: Listen to Student A's opinions. Then tell Student A the negative effects of moving to a new school in another town for teenagers.

REMEMBER!

When you have a class debate:

- take turns to speak.
- listen carefully to other speakers' opinions.
- when they finish speaking, you can agree or disagree politely.
- Use expressions like *I agree/I disagree/I'm not sure about that.*

3 Work in groups and have a debate.

1. Use your ideas from Exercise 2 to debate the good things and the bad things about moving to a new school in another town for teenagers.
2. When everyone has spoken, decide if you think moving to a new school in another town is easy or difficult for teenagers. Have a class vote.

WORKBOOK PAGE 113



4 Lesson 5 Treasure Island

Before you read

- In Chapter 3, Jim learns that there are pirates in the crew. What do you think he does next?

Chapter 4

I heard people running to look at the island, and I quietly climbed out of the barrel. I then walked up to join the sailors at the side of the ship. We could see two low hills and one big one. The island was now very close.

"I've been here before," said Silver. "I know where the ship should stop."

"I have a map here," said Captain Smollett. "Can you take us to that place?"

I saw that Silver was excited to take the map, but it was not the one with the treasure marked on it.

"Yes, I can see it. You must go here," he said, pointing to a place on the map.

Then he turned to me and said, "You'll love this island. You can swim and climb trees and walk up the hills!"

I smiled at Silver, but inside I was very frightened of him now. I could not **trust** anything that he said.

I soon found Dr Livesy and quietly said to him, "I must speak to you, Captain Smollett and Mr Trelawney. I have some terrible news."

Dr Livesy's expression did not change. He asked me to find his glasses downstairs and walked off to talk to Mr Trelawney and Smollett.

I waited downstairs and soon the three men joined me.

"What do you want to tell us?" asked Mr Trelawney.

I told them everything that I had heard in the barrel. When I finished talking, they thanked me.

"Captain," said Mr Trelawney. "You were right and I was wrong. What shall we do?"



"I'm surprised too," said Captain Smollett. "They have worked hard and been a better crew than I expected. Now we must continue. We can't go back, or they might attack us immediately. I don't think that they will attack us until we find the treasure. Long John Silver did not find all of this crew, so some of the men are good men. We must wait, watch and attack them when they don't expect it."

"Jim can help us," said Dr Livesy. "The men all trust him. He can listen and find out who we can **trust**."

I did not like this thought. I counted the men that Silver did not find for the crew. There were seven from a crew of nineteen, and I was one of them.

The next morning, the *Hispaniola* stopped close to the island. There were many trees, and above the trees I saw the rocky tops of the hills. Silver helped Captain Smollett to sail the boat closer to the **shore**. It was very hot and very quiet. It smelled like bad eggs.

"This place is only good for **diseases**," said Silver.

The crew worked hard on our journey to the island, but now they did not seem to want to work. I remembered Dr Livesy talking about a mutiny. Perhaps it was near. Only Silver worked as hard as usual.

Later, Captain Smollett told us that he had a plan.

"Let's ask the men if they'd like to spend the afternoon on the island. If they go, we can take the ship. If they don't go, we know we need to fight them for the ship."

Mr Trelawney agreed. We decided to tell all the men we could trust about our plan and gave them all guns. Captain Smollett then

4

Lesson 5

told the crew that they could all have the afternoon on the island to relax, if they wanted to.

"When you hear a gun at the end of the day, it'll be time to come back," he said.

All the crew suddenly looked happy and they all agreed to go. Perhaps they thought that they could find the treasure immediately.

Captain Smollett asked Silver to organise the men. Six men would stay on the Hispaniola and thirteen would take the small boats to the shore. I realised that there were six of Silver's men on the ship. The men in our group would not be able to take the ship, so I decided I would go with Silver onto the island. I got on one of the boats quietly, but Silver saw me. Had I made a big mistake?

The boat I was in was fast, and we were nearly on the beach first when I held onto the **branch** of a tree and jumped out of the boat. I heard someone calling me, but I did not listen and began to run as fast as I could.

When I stopped, I felt happy. Silver did not know where I was. This part of the island was open, with just a few trees. I could see the hills in front of me. As I walked, I saw pretty flowers, snakes and small birds.

Suddenly a cloud of birds flew into the sky and I knew that something was coming towards me. I was correct, because I then heard people talking. I decided to hide behind some trees.



I realised that one of the people was Silver, but I could not hear what he was saying. Soon the birds returned, and I knew that the men had gone. I told myself that it was my job to find out what these men were planning to do. So I decided to follow them, without them seeing me. After a few minutes, I saw Silver and another sailor talking near a beach.

"I want you to join us, Tom, because I know you're a good sailor. I'm telling you this to save you!" said Silver.

"Silver," Tom replied, "you're a good man and you shouldn't work with these pirates. I'd prefer to lose my hand than work with them!"

I knew then that here was a man that we could trust. Then came news of another. I suddenly heard a terrible shout, then all was quiet.

"What was that?" asked Tom.

Silver smiled and said "That? Oh, I think that was Alan."

"Alan!" cried Tom. "He's a good man. If your men have hurt him, then you are no friend of mine. I won't help you!"

Tom began to walk away from Silver along the beach. Silver suddenly threw his crutch at Tom, and it hit him hard on the back. He fell to the ground, and before he could stand again, Silver killed him with a knife.

Silver now blew a **whistle** and I knew that more of his men would soon arrive on the beach. I was very frightened. I walked quietly back into the trees, then ran as quickly as I could.

As I ran, I began to think. What could I do now? When we heard Captain Smollett's gun, could I go back to the beach to be with these men? If I did, I knew that they would kill me. I would have to stay on the island forever.



Before you start

Go back and skim the story. Discuss these questions in pairs.

1 What did Jim do next after he knew about Silver's mutiny?

2 What was Captain Smollett's plan to save the ship from Silver and his men?

Vocabulary

1 Complete the sentences with these words from the story.

branch disease shore trust whistle

1 At the end of the basketball match, the referee blew his ....

2 If you have a ...., you should go to hospital.

3 Amira stood on the .... and looked at the sea.

4 I .... my brother because he always does what he says he will do.

5 The bird sat on the .... of the tree and sang.

Reading

2 Complete the summary using the words in the box.

Captain Smollett Dr Livesy kind relax Silver surprised thirteen trust two

The *Hispaniola* comes near to the Treasure Island. Silver is still (1) .... to Jim, but Jim does not (2) .... him now because he knows he is a pirate and he has a group of other pirates in the crew. Jim tells (3).............................., Mr Trelawney and Captain Smollett about the pirates' plan to kill them and take the ship. They are (4).............................. because the crew has worked hard on the journey. (5).............................. thinks of a plan. He tells the crew that they can (6).............................. on the island in the afternoon. (7).............................. men go onto the island. Jim joins them, but as soon as the boat reaches the beach, Jim runs into the trees. (8).............................. kills (9).............................. sailors who do not want to join him and the other pirates. Jim hears this and hides. He wonders what to do next.

3 Choose the correct answer to complete the sentences.

1 Captain Smollett and his team decided not to go back after knowing about Silver and his men's plans because ...

A if they went back suddenly, they might be killed at once.

B if they decided to continue, they might convince the other good sailors to join them.

C they would wait for the right time to catch them.

D All of the above.

2 Jim trusted …

A only seven men of the crew.

B none of the crew.

C six of the crew.

D Everyone on the ship.

3 If one of the sailors refused to be on Silver's side, Silver would …

A get rid of him at once.

B wait till the sailor made a mistake and kill him.

C try to convince him and if he refused to join his party, Silver would get rid of him.

D let him go.

Speaking

4 Work in groups to think of answers to these questions.

1 Why did Jim feel that he made a mistake by deciding to go to the island?

....

2 'You were right and I was wrong', what did Mr Trelawney mean by this?

....

WORKBOOK PAGES 114-115

UNIT

5 Lesson 1

Communication

OBJECTIVES

Reading A science article on how we may communicate in the future
Writing An essay on IOT; a blog on how to stay safe online
Listening A radio discussion about the dangers of the internet
Speaking Give a presentation
Language Future forms *will*, *be going to* and *present continuous*
Life Skills Self-management; Decision making



Before you start

- Look at the title of the article and the image. What do you know about the Internet of Things?
- Why is it important that all machines should be connected?

Reading

1 Read the magazine article and match the headings with the correct paragraphs 1–4.

A No more driving **B** Possible problems
C Linking the world **D** Connecting our homes

2 Read the text again and answer the questions.

1 What is the Internet of Things?
It is machines talking to each other.

2 What will computers do in the future that some people do already?
....

3 What won't people need to buy in the future?
....

4 Why are some people worried about the IOT?
....

5 Which organisations do criminals hack into?
....

6 What more do you think the IOT may be able to do in the future?

The Internet of Things



1 ....

Communication is no longer about people talking to one another, but about machines talking to machines. This is known as the Internet of Things (IOT). **Technology** is developing so fast that experts believe everyone will be connected to the IOT in a few years.

2 ....

Many things in our own homes are going to be **connected** to the IOT. Already, people can control their heating and lighting from their phones, but in the future computers will make the decisions for us. They'll even be able to say when the rubbish bins need to be emptied and control how much water we use!

3 *A*

Cars can already connect to the **internet** using **smartphones**, but imagine if you can get a driverless car to come and collect you using an **app** on your phone. All driverless cars will be electric and much cleaner than petrol ones. Experts think our roads will be safer as there will be fewer accidents using driverless cars.

4 ....

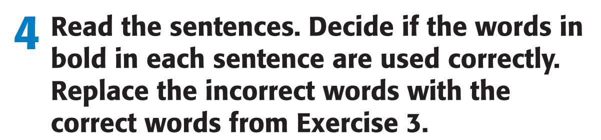
Many people don't think IOT is safe enough yet. Computers collect information about people and businesses which criminals can steal. They use this information to **hack** into organisations like hospitals, power stations and airports, and cause major **security** problems.

Vocabulary

3 Match the meaning of these words and phrases, then check in a dictionary.

1 communication
2 internet
3 technology
4 connected
5 security
6 smartphone
7 hack
8 app

a when more than one thing is joined or linked
b when a computer system is broken into illegally
c to protect a place or person
d systems to send and receive information
e a computer programme designed to perform / do a specific function
f a worldwide computer network
g the use of science to create devices for everyday use
h a device that can connect to the internet



4 Read the sentences. Decide if the words in bold in each sentence are used correctly. Replace the incorrect words with the correct words from Exercise 3.

1 I have a cool new ~~**internet**~~ that helps you learn English words on your smartphone. *app*
2 Oh no! Someone has tried to **connect** into my new computer! ....
3 Ali always has his **smartphone** in his hand and he's always sending messages to his friends. ....
4 We use the **internet** to buy books because it's easier than going to the book shop. ....
5 **Security** with my friends is really important to me. I talk to them as often as I can. ....
6 Leila's parents have bought her all the latest **communication** – she has a computer and a tablet. ....





Speaking

5 Complete the sentences with your own ideas.

1 My favourite app is ....
2 I use the internet to ....
3 I think smartphones are good / bad because ....
4 The best way to communicate with my friends is ....

Work in pairs. Tell each other your sentences. What is similar and what is different?

6 Discuss these questions in pairs.

1 Do you think the Internet of Things is a good idea? Why? Why not?
2 How will the Internet of Things help people in your area? What other disadvantages might there be to the Internet of Things?


WORKBOOK PAGE 116

5 Lesson 2







Before you start

- Look at the photos. What do they show?
- Which photos show things which are possible now?

Listening

1.16 **1 Listen to these people talking about the photos. Which photos are they talking about?**

1. I don't think <u>we'll ever live</u> on the moon. *C*
2. Lots of people are going to study online in the future. ☐
3. Did you know that in 2039 the worldwide web will be 50 years old? ☐
4. I can't find the restaurant. I'll check my satnav. ☐
5. My mum is buying a new flexible smartphone next week. ☐



Language

2 Underline the future verb forms in the speech bubbles. Then match each sentence with the correct use.

a future fact ....
b future arrangement ....
c future plan or intention ....
d future prediction *1*
e quick decision or offer ....

FOCUS ON LANGUAGE

LANGUAGE REVIEW PAGE 83

Future forms

Use *will* + infinitive

- for prediction with no evidence (based on guesswork):
  *I think we **will use** IOT everywhere in the future in all schools.*
- We can use *will* + *infinitive* with present evidence with adverbs like: *probably, definitely, certainly, etc.*
  *Look at these dark clouds; it **will probably rain.***
- for future facts: *More machines **will connect** to one another.*
- for quick decisions and offers: *My phone's ringing I**'ll answer** it.*
  I will help you to solve the problem.

Use *am/is/are* + *going to* + infinitive

- for future plans, decisions and plans and intentions:
  *I**'m going to** buy some clothes online this afternoon.*
- for warning and predictions with evidence: *Look at this advert. The phone company **is going to** introduce a new flexible smartphone.*
  *Be careful the car **is going** to hit you; it is very near.*

Use the present continuous

- to talk about things that you have arranged:
  *I have already booked the tickets; we **are travelling abroad** today.*
  *The first lesson **is starting** soon.*

3 Choose the correct answers to complete the dialogues.

1 **A:** I don't know how to connect my TV to my phone.
  B: It's easy! ***I'm going to show/ I'll show*** you. (*I'll show* circled)

2 **A:** Experts ***are testing/will test*** their new driverless cars tomorrow. They're completely ready.
  B: Really? I think a driverless car is a brilliant idea.

3 **A:** Do you use computers at your school?
  B: Not yet. But I think we***'re going to start/ 're starting*** ICT lessons soon.



4 **A:** Do you think that people ***are living/ will live*** in space one day?
  B: Maybe, but not for hundreds of years.

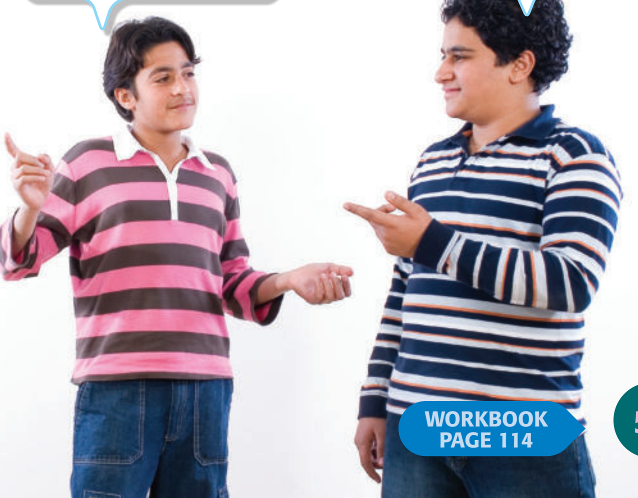
5 **A:** This article says that in 2024, most houses in the UK ***are being/will be*** connected to the IOT.
  B: That's amazing!

4 Read the sentences. Tick (✔) the sentences about future possibilities.

1 I think we'll all use the IOT. ✔
2 Everyone has a mobile phone now. ☐
3 We aren't going to use any paper. ☐
4 Students don't need to be online all the time. ☐
5 There are too many apps to choose from. ☐
6 Everyone will have a robot in their home. ☐

Speaking

5 Look at the photos and the ideas in the boxes. Talk about them using *will, going to* or the present continuous.

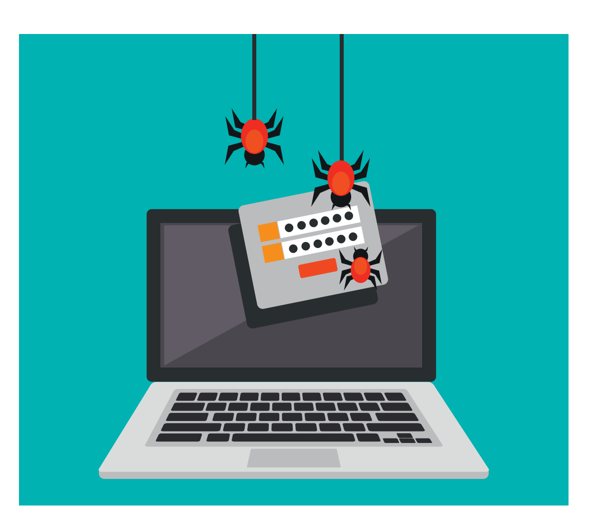


WORKBOOK PAGE 114

5 Lesson 3

Before you start

- How often do you use the internet?
- Do most people connect to the internet using a smartphone or a computer?
- Why do people need to be careful when using the internet?



FOCUS ON VOCABULARY

Check the meanings of these words in a dictionary.

downloading malware cyberbullying hacking phishing scams posting photos uploading personal details

1 **What is the link between all the words in the Focus on Vocabulary box?**

A They are all online dangers.

B They are all internet games.



Listening

1.17 **2** **Listen to two people on a radio programme speaking about the Internet. Which online dangers from the Focus on Vocabulary box do they mention?**

Hassan: *Scams*

Laila: ....

Saeed: ....

1.18 **3** **Listen again. Answer *true* (T) or *false* (F).**

1. Hassan used his credit card to buy games. *F*
2. Hassan thinks that teenagers aren't always careful about uploading personal details. ☐
3. Laila is worried about the photos she posted in the past. ☐
4. It's very difficult to delete anything from the internet. ☐
5. Saeed was surprised by the comments about his friend. ☐
6. Saeed's friend is bullied at school. ☐

SKILLS FOR LIFE

Always tell an adult if you are worried about things you see on the internet. If you see anything that does not look right, ask your parents, teachers or a friend for their opinion.

Writing

4 **Write a paragraph on the problems children might have with the internet.**





Before you start

- What is a password, and why do you need one when you go online?

Reading

1 Read Hassan's blog about his online problem. Answer the questions.



Last week, I was playing online when I saw an advert for a free game. I **clicked** on the link and wrote my name, address and some bank details. When I tried to download the game nothing happened. It was a scam!

My dad was furious because they stole money from his bank account and my computer stopped working properly! Don't click on **links** you don't recognise and never give your personal details on a strange website. Oh, and remember to use **anti-virus software** to stop thieves!



1. What did Hassan do wrong?
   Hassan gave his personal details to a strange website.
2. What three problems does he mention?
   ……………………
3. How does he suggest you can stay safe?
   ……………………
4. What do you think anti-virus software is?
   ……………………



2 Complete the poster about staying safe online by writing DO or DON'T.

STAY SAFE ONLINE

DON'T add your personal details to a website
…… change your **password** often
…… click on a link you don't recognise
…… lock your phone
…… **lock** your social media accounts
…… upload embarrassing photos
…… save bank details on a website
…… use anti-virus software
…… use different passwords on different websites
…… write unkind comments about other people

Writing

3 Write a blog about how you can stay safe online.

Speaking

4 Work in pairs. Read the information and role-play the conversation.

Student A: You are a teenager. You have learnt at school that the internet isn't always a safe place for young people. Ask your parent for some advice about how to stay safe online.

Student B: You are a parent and you want your teenage son/daughter to stay safe online. Tell him/her five things he/she can do to stay safe online.

FOCUS ON VOCABULARY

Check these words in your dictionary.

click link password anti-virus software lock

5

PROJECT

Use the internet to find five ways in which the internet helps young people to learn. Think about:

- Information
- Communication
- Media
- Being creative

6 Work in groups. Take turns to give a presentation about what you found out for the project.

1. At the end, share your ideas with the class.
2. Who found out the most useful information?

REMEMBER!

Start a presentation with: *Today, I'm going to talk about …*

End your presentation with: *To conclude/ In conclusion …*

WORKBOOK PAGE 119

5 Lesson 5 Treasure Island



Before you read

- What do you think Jim should do next?

Chapter 5

I finally stopped running and saw that I was close to the bottom of one of the small hills. The air was fresher here and the trees were taller. Suddenly, from up the hill, something jumped behind a tree. I did not know if it was a man or an animal but it looked big and dangerous. I decided to walk back towards the beach, but then I saw him again. I realised it was a man, but he was running very fast from tree to tree. I remembered that I had a gun and this made me feel safer. I decided to walk towards the man.

When he saw me walking towards him, to my surprise, he came out from behind the tree and **knelt down** in front of me.

"Who are you?" I asked.

"Ben Gun," he said in a dry voice. "I've not spoken to anyone for three years."

The man had very long hair and skin that was burned by the sun. His clothes were dirty and made of old **sails**.

"What happened to you?" I asked.

"I was left here by a ship," he said. "I've lived on fish and fruit ever since. I dream of eating good food again."

"If I can get back to my ship, I'll give you bread and cheese," I said.

He began to look worried. "If you can get back to your ship?! Why? What's to stop you?" he said.

Lesson 5 **5**

"It isn't a problem with you," I replied.

"I'm a good man," he told me. "I'm very rich, too!" he said in a quiet voice.

I began to think that perhaps Ben Gun was **crazy**. Ben Gun saw that I did not believe him.

"I am rich! And you can be rich too, because you found me!" he said. Then he looked worried and said, "You didn't come on Flint's ship, did you?"

I realised now that this man could help me.

"No, Flint's dead, but some of Flint's crew is on the ship. That is not good for any of us." I told him.

"Is there a man with one leg?" he asked.

"Yes, Silver. He's the cook and their **leader**," I explained.

"If you work for Silver, I'm finished," he said.

I decided to tell him my story from the start, and he looked very interested.

"You're a good boy," he said at the end. "Don't worry, you can trust me. Do you think that Trelawney would give me money and allow me to come home on the ship if I helped him?" he asked.



Lesson 5

"Of course," I replied. "And he'll need your help on the ship home, I'm sure."

"You're right," he said. "You know, I was on Flint's ship when he hid the treasure here. He was with six men and they were on the island for about a week. We waited for them on a ship called the *Walrus*. One day, Flint returned to the ship on his own. The other six men were dead. We don't know how he did it. Billy Bones and Long John Silver were with me on the ship. They asked Flint where the treasure was. 'You can go on the island and look for it,' he said. 'But you'll be there on your own. I'm taking this ship home.'

"Three years ago, I was on a different ship. When we saw the island, I told our crew that Flint's treasure was on it. We spent twelve days looking for it. They were not happy when we found nothing. One day, they went back to the ship and told me I could stay. 'Here's a gun and a **spade**. You can look for the treasure on your own!' they said. So, you tell Trelawney, I would prefer to work for a man I can trust like him, than with a group of pirates."

"I'll tell him, but how can I return to my ship from here?" I asked him.

"I have a boat. I made it myself. We could go to the ship when it's dark!"

Suddenly, we heard the sound of a gun.

"They have started to **fight**," I said. "We must be quick!"

I began to run back with Ben. He gave me directions, and ran easily next to me. We heard more guns, then I saw a flag flying above some trees.





Before you start

Go back and skim the story. Discuss these questions in pairs.

1 What do you know about Ben Gun?

2 How did Ben Gun end up alone on the island?

Vocabulary

1 Match the words and the definitions.

1 crazy
2 sail
3 leader
4 fight

a the person who controls other people
b to hit, kick or fire guns at other people
c unwell in your mind
d a piece of material used to control wind power on a ship or a boat

2 Check your dictionary and choose the correct answer.

1 The best meaning of 'knelt down' in paragraph 2 is:
A to show surprise and pain
B to show respect and need for help
C to get everything and run away

2 The word 'spade' in 'Here's a gun and a spade.' means:
A a tool to dig the earth with and make holes
B a tool to search for missing things with
C a tool to catch dangerous animals with

Reading

3 Are these sentences *true* (T) or *false* (F). Correct the false sentences.

1 Jim knew for sure that there is a wild animal behind a tree. *He didn't know if it was a man or an animal* *F*

2 Ben Gun comes out from behind a tree and runs towards Jim. .... ☐

3 Ben Gun enjoys eating fish and fruit. ☐
....

4 Ben Gun was on Flint's ship when he hid the treasure on the island. ☐
....

5 Flint left Ben Gun on the island. ☐
....

6 Ben Gun wants to work with the pirates. ☐
....

4 Read and complete from the list.

Jim Hawkins   Ben Gun   Ben Gun and Jim
Flint   The crew of Ben Gun's ship

1 .... was left on the island and lived on fish and fruit.

2 .... saw a man running very fast from a tree to tree.

3 .... returned to the ship on his own and the six men were dead.

4 .... ran back on hearing the sound of a gun.

5 .... spent twelve days looking for the treasure.

5 Arrange these events in order on the timeline.

1 — 2 — 3 — 4 — 5 — 6

A Ben Gun came to the island on a different ship, but did not find the treasure.

B Flint returned to his ship without his men.

C Jim Hawkin's ship came to the island.

D Jim and Ben Gun hear guns and see a flag flying about the trees.

E Flint came to the island and hid his treasure.

F The crew of the ship left Ben Gun on the island.

Speaking

6 Discuss these questions in pairs.

1 'I dream of eating good food again'. What does this tell you about Gun's life on the island? Why do you think Gun was left alone on the island?

2 What agreement did Jim have with Gun?

3 Who do you think the flag might belong to?

WORKBOOK PAGES 120-121

UNIT 6

Lesson 1

Learning from literature

OBJECTIVES

Reading A biography on Stevenson; A poem, *The Gardener*
Writing A short review of a poem; A book review
Listening A conversation about Robert Louis Stevenson
Speaking Polite requests
Language Verbs + infinitive or *-ing* form
Life Skills Communication; Critical Thinking

Before you start

- How much time do you spend reading?
- What kind of books do you enjoy reading? Why?

Vocabulary

1 Choose the correct definition of each word. Then check in a dictionary.

a A novel is a ***long story/book of facts***.

b A poem is a piece of writing often arranged in ***lines/sentences*** that rhyme.

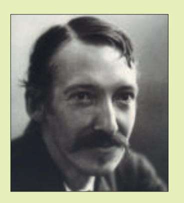
c Poetry is a form of ***writing/reading***.

d A poet is someone who writes ***poems/stories***.



Reading

2 You're going to read a short biography about an author called Robert Louis Stevenson. Find out why Stevenson travelled to warm places.



Robert Louis Stevenson was born in Scotland in 1850 and died 44 years later in Samoa, a small island in the South Pacific. He was not always well because the weather in Edinburgh was too cold for him. When he was a child he couldn't always go to school. He studied to become a lawyer at Edinburgh University, but he always wanted to write. At the age of 21 he decided to become a full-time writer.

He often travelled to warmer places to try to improve his health. For a while he lived in France and this was where he met his wife, Fanny. She was from the United States, so Stevenson also travelled to America with her.

Although he is best known for his novels, like *Kidnapped* and *Strange Case of Dr Jekyll and Mr Hyde*, Stevenson also wrote many poems and travel books. His first successful novel was *Treasure Island* – an adventure story about pirates. His books are still very popular today and many of them have been made into films.

3 Complete these sentences about Robert Louis Stevenson.

a Robert Louis Stevenson came from Scotland.

b He wrote .... as well as novels and travel books.

Vocabulary



4 Read this poem by Robert Louis Stevenson. Match the words in bold to the definitions.

a dried grass that people use to feed animals *hay*

b small pieces of land for growing things on ....

c break up and move earth with your hands or a machine ....

d small stones ....



The Gardener

The gardener does not love to talk.
He makes me keep the **gravel** walk;
And when he puts his tools away,
He locks the door and takes the key.

Away behind the currant row,
Where no one else but cook may go,
Far in the **plots**, I see him dig,
Old and serious, brown and big.

He **digs** the flowers, green, red, and blue,
Nor wishes to be spoken to.
He digs the flowers and cuts the **hay**,
And never seems to want to play.

Glossary

keep the gravel walk = *stay on the path through the garden*
currant row = *a line of plants that have small fruits*

5 Read the poem again and choose the correct answer.

1 The speaker in the poem is probably
A a gardener. **B** an old man. **C** a child.



2 In the garden, the speaker
A can do what he likes.
B must follow some rules.
C must cut the flowers.

3 The gardener doesn't like to talk because
A he has to work very hard.
B he's unfriendly.
C he is very ill.

4 The speaker wants the gardener to
A put his tools away.
B play games.
C cut the flowers.

6 Match the pairs of words from the poem that rhyme. Underline the words in the poem.

walk	big	play	talk
go	dig	hay	row

Speaking

7 Discuss these questions in pairs.

1 Do you think the speaker likes the gardener? Why/Why not?
2 What time of year do you think a gardener is busiest? Why?
3 Do you think a gardener does an important job? Why/Why not?
4 Do you usually read poetry? Why/Why not?
5 How are poems different from stories?



WORKBOOK PAGE 122

6 Lesson 2



Before you start

- What can we learn from reading books written a long time ago?

Listening

1.19 **1 Listen to a teacher talking to her students about Robert Louis Stevenson and answer the questions.**

a What are the class going to study?
Poems by Robert Louis Stevenson

b Did Nesma read *Treasure Island*?

....

c What kind of books does Wafaa like to read?

....

d Why did Robert Louis Stevenson like to travel?

....

e What did everyone in the Stevenson family like doing?

....



Language

2 Look at these sentences from the listening and circle the main verb.

a I decided (to watch) the film instead.

b I tried reading it last year.

c He finished writing *Treasure Island* while he was ill in bed.

d The family chose to build a house in Samoa.



FOCUS ON LANGUAGE

LANGUAGE REVIEW PAGE 84

Verbs + infinitive or –*ing* form

Verbs can be followed by to + infinitive or -ing form.

- *to* + infinitive: *Nesma decided* ***to watch*** *the film instead.*
- verb + *-ing*: *She enjoys* ***reading*** *poetry.*

Some verbs can be followed by *to* + infinitive or *-ing* with no change: *Robert Louis Stevenson began* ***to write/writing*** *when he was a child.*

Other verbs can be followed by *to* + infinitive or *-ing* but there is a difference in meaning: *I forgot* ***to buy*** *milk when I went to the shops.*

3 Choose the correct answer.

1 We must ***avoid/want*** mixing with bad friends.

2 Would you like ***joining/to join*** faculty of arts?

3 I really regret to ***buy / buying*** this old car; it has caused me a lot of trouble.

4 We ***decided/enjoyed*** to spend the weekend in my village.

5 Amir started ***making/make*** preparations for his brother's wedding party.

4 Some verbs are followed by both forms. Discuss the differences between these pairs of sentences.

a *Dalia remembers buying comics every week when I was young.*

Dalia always remembers to buy a comic for her niece when she visits her sister.

b *Ahmed stopped playing football when he went to university.*

Ahmed stopped to play football on his way home.

5 **Look at the requests. Write *I* if the requests in the box are informal and *F* if the requests are formal.**

Making requests	
Can you help me learn these words?	*I*
Could you do me a favour?	......
Could you do something for me?	......
Could you possibly help me learn these words.	......
I wonder if you could help me learn these words.	......
I don't suppose you could help me learn these words.	......
Do you think you could help me learn these words?	......



Listening



1.20 **6** **Listen to Nesma and Wafaa discussing their project.**

1 What does Wafaa ask Nesma to do?
Wafaa asks Nesma to go to the library for her.

2 Is her request formal or informal?
....

3 What does Nesma want Wafaa to get for her?
....

WORKBOOK PAGE 123

1.21 **7** **Listen again. Tick (✔) the phrases for responding to requests that you hear.**

Responding to requests		
Certainly.	☐	*F*
Yes. What is it?	☐	......
No problem.	☐	......
No, I'm afraid I can't.	☐	......
Yes, of course.	☐	....

Write *I* if the phrases for responding to requests above are informal and *F* if the phrases are formal.

Speaking

8 **Work in pairs and role-play the conversations. Use expressions from Exercise 5 and Exercise 7.**

1

Student A: You are an old person and you are not feeling very well. You want to get a DVD to watch from the shops. Ask one of your neighbour's children to help you.

Student B: You are a young person who often helps your neighbour.

2

Student B: You are a school student. You do not understand your homework. Ask one of your parents if they can help you.

Student A: You are a parent. You do not have time to help your son/daughter with their homework now, but you can help them in an hour.



6 Lesson 3



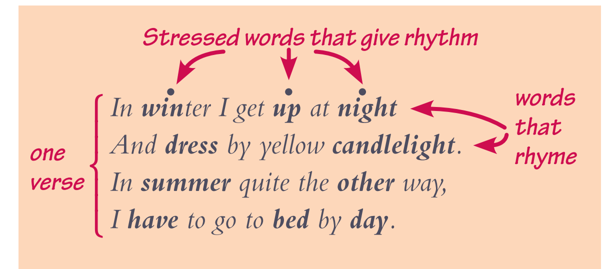


Before you start

Look at the picture and title of this poem by Robert Louis Stevenson. What do you think the poem is about?

Reading

1 Listen and read the poem. Then answer these questions.



a How many verses are there? 3

b Which words rhyme in the poem?

c Does the poem have rhythm?

d Which of the following have rhythm? Can you think of other things which have rhythm?

a bus | the sea | a moving train | a moving plane



2 Read two opinions about the poem *Bed in Summer*.

1 What do Khaled and Hamid agree about?

2 Find two things that Khaled and Hamid disagree about.

Speaking



3 In pairs, say sentences to compare and contrast Khaled and Hamid's opinions about the poem. Use the phrases in the box to help you.

Comparing and contrasting opinions

Khaled and Hamid both think …

Khaled likes … and Hamid likes … too.

Khaled thinks … but Hamid thinks …

Khaled likes … but Hamid doesn't …

Bed in Summer

In winter I get up at night
And dress by yellow **candlelight**.
In summer quite the other way,
I have to go to bed by day.

I have to go to bed and see
The birds still **hopping** on the tree,
Or hear the grown-up people's feet
Still going past me in the street.

And does it not seem hard to you,
When all the sky is clear and blue,
And I should like so much to play,
To have to go to bed by day?



Khaled, 4:04 PM

The words Stevenson has used very clearly describe the situations he's writing about and I really like that. I also think the poem's subject is very interesting because everyone feels differently in different seasons. In my opinion, poets should write about everyday life. However, I think the second verse is too long and its rhythm is too slow.

Hamid, 5:36 PM

I love the language in the poem, especially the way Stevenson describes the light at different times of day. I also think the second verse is great because the rhymes in it are so clever. However, in my opinion, the poem's subject is quite boring because going to bed and getting up aren't very interesting activities. I think poets should write about more exciting things.

WORKBOOK PAGE 124

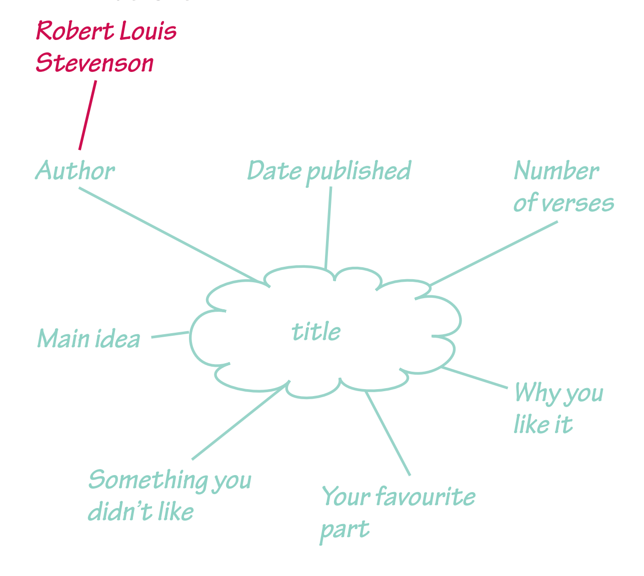
Before you start

- Which poems or poets do you like? Why?
- What's your favourite poem? What's special about it?
- Which do you think is more difficult to write, a poem or a story? Why?



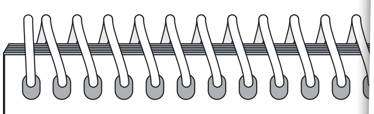
Writing

1 **Look back at the poem *Bed in Summer* and complete the mind map. There is one part of the mind map you can't complete yet. What is it?**



Reading

2 **Read Sara's paragraph about *Bed in Summer*. Answer the questions.**



My favourite poem is Bed in Summer because it describes how I felt when I was young. In the summer I had to go to bed when it was light and I hated it. Like the author I wanted to be outside playing and I didn't think it was fair that everyone else was outside having fun.

It's a good length for a poem, only three verses and I like the fact that the words rhyme. I don't like poems which don't rhyme. The first two lines rhyme, 'night' and 'light' and then the next two lines rhyme, 'way' and 'day'. This makes it easy to say and easy to remember!

Robert Louis Stevenson was ill when he was a child and stayed in bed a lot. That's why I think he wrote this poem.

a Why does Sara like this poem?
Sara likes this poem because it describes how she felt when she was young.

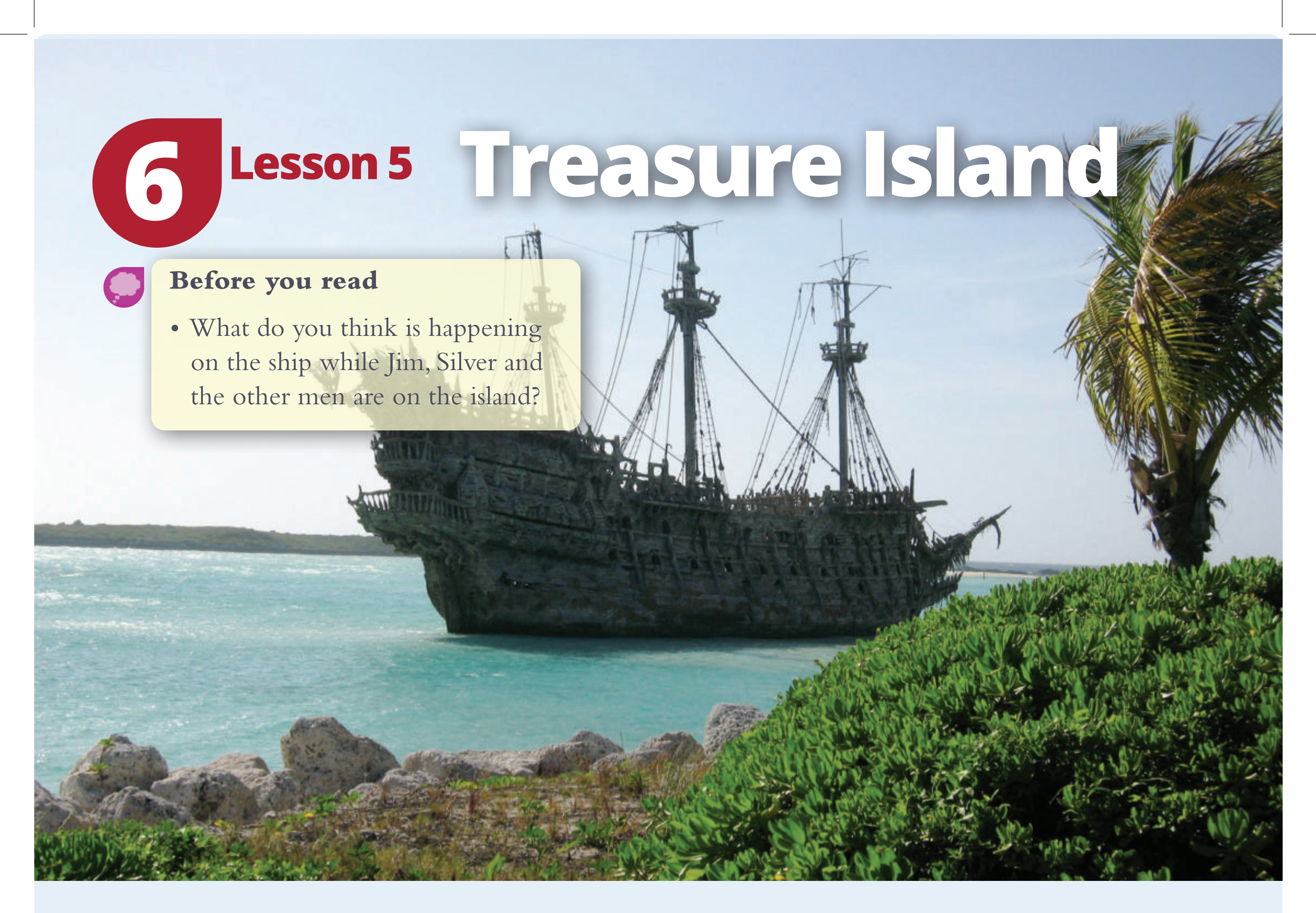
b What does Sara think is good about the poem?
....

c What kind of poetry does she dislike?
....

d What reason does she give for the author writing this poem?
....

Writing

3 **Write a short review of your favourite poem. Use the mind map.**



6 Lesson 5 Treasure Island

Before you read

- What do you think is happening on the ship while Jim, Silver and the other men are on the island?

Chapter 6

Dr Livesy:

When the boats went to the shore, I talked to Captain Smollett and Mr Trelawney. There was no wind at all, so we knew we could not take the ship, even if we wanted to attack the six men who stayed on the ship with us. Then we heard that Jim Hawkins was on the island with Silver and his men. We were very worried about him.

I decided to take a boat to the shore with another man we could trust, called Hunter. When we reached the island, we walked a little way and then we found a small fort. It was big enough for about twenty-five people and was very well **defended**. It also had water. Then I heard a shout. I thought that Jim was dead.

We ran back to the boat and soon returned to the *Hispaniola*. I told Captain Smollett and Mr Trelawney my plan. We quickly put food, medicines and guns in the boat.

At the same time, Captain Smollett and Mr Trelawney said to Silver's men who were still on the ship, "We have guns. If you try to **contact** Silver, you will be dead."

They looked very surprised.

I then took the boat back to the beach with Hunter and another sailor called Joyce. We quickly took everything up to the fort, then I left Hunter and Joyce in the fort and returned to the *Hispaniola*.

We knew that Silver had more men than us, but we also knew that none of them had guns. We thought that this gave us an **advantage**. On the *Hispaniola*, Trelawney helped me to put food and more weapons into the boat. Then we called for Captain Smollett, Redruth and a good sailor called Abraham Gray, and they climbed into the boat with us.

Our journey back to the island was more

difficult than the others. There were more people and supplies now, so the boat was heavy and very close to the water. We had to be very careful to prevent the boat from sinking. The wind blew from a different direction, too, and we were not moving towards the beach near the fort.

"We'll never **get to** the beach!" I said.

"We must keep in this direction," said Captain Smollett. "Work hard, be patient, and we will arrive." Then his voice changed. "The **cannon**!" he called.

I looked round and realised that the men we left on the *Hispaniola* were preparing a cannon. We were moving so slowly that we were not far from the ship. It would be easy for them to hit us.

Trelawney stood up with a gun and fired at the pirates, and one of them fell.

We heard a cry from the ship, and another from the beach. We saw that the other pirates were getting into their boats.

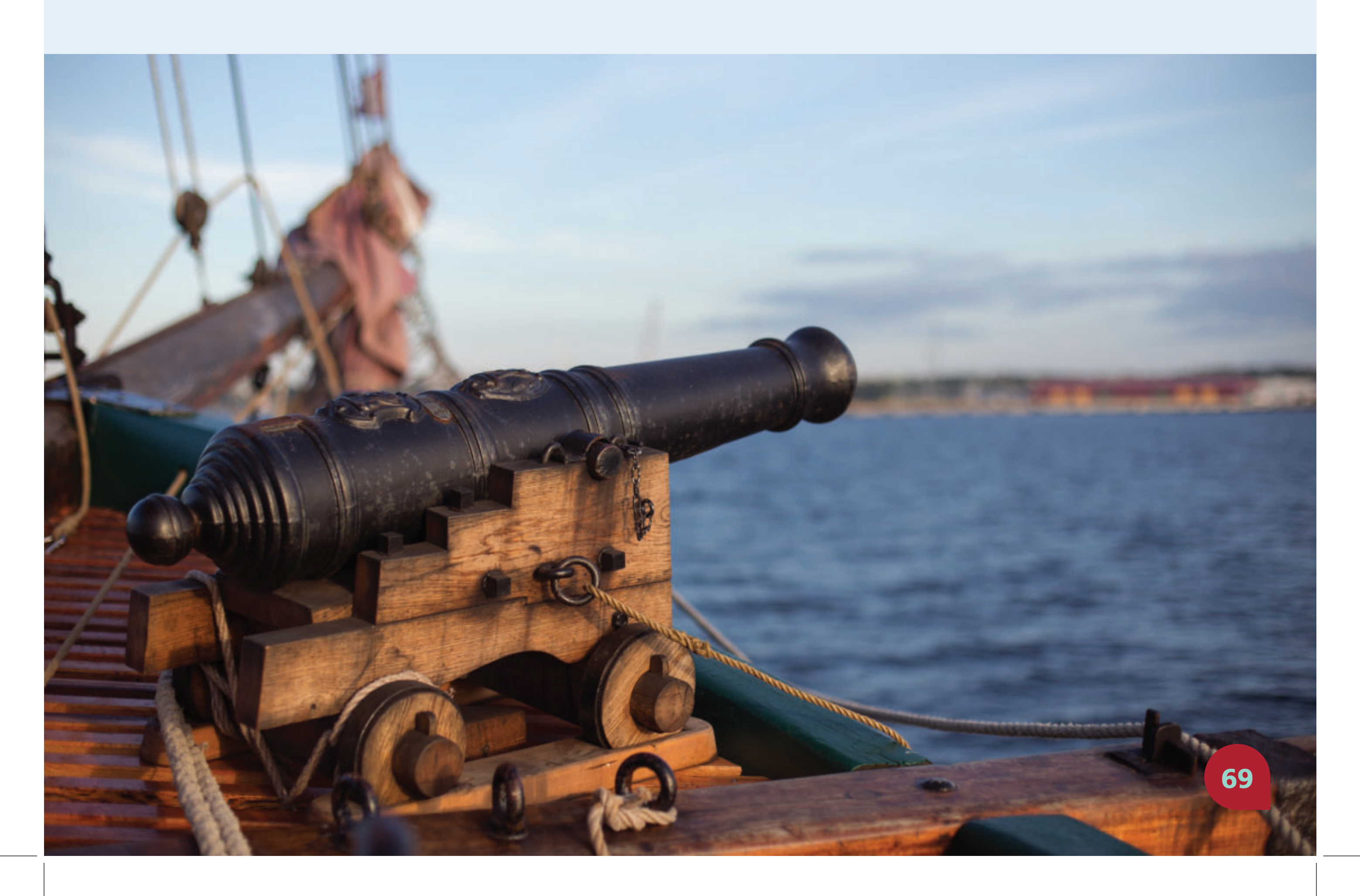
"Go as fast as you can," said Captain Smollett. "If we don't get to the beach, we're finished."

"They are only using one boat" I said. "The other men are walking to the beach to wait for us."

"It's a long way for them to run," said Captain Smollett. "It's a race to get there first."

We moved fast, and the wind was not so strong near the beach. However, Trelawney fired his gun again which made us all move to one side of the boat. It started to sink, but we were in just three feet of water. It was not difficult to walk to the beach, but we had lost many of our **supplies** in the water, including some of our guns.

There were now voices in the trees and we knew that the pirates were near. We had to get to the fort before the pirates got to the beach. We all ran as fast as possible and at last





we saw the fort in front of us. At the same time, seven pirates arrived at the other side of it. The pirates looked surprised to see the fort and stopped. This gave us time to fire our guns, and they quickly turned and ran into the trees behind them.

Before we could enter the fort, we heard another gun fire, and poor Redruth fell down. We quickly picked him up and took him into the fort, but it was too late: he was dead. Trelawney was very sad. Redruth had been a good servant to him.

Captain Smollett put up a flag inside the fort and counted the supplies, then he asked me, "How long will we have to spend on this island?"

"In England, I told Blandly that if we were not back by August, to come and find us," I explained.

"We need the supplies that were lost in the sea," said Captain Smollett. "Without them, we have enough supplies until July only."

At that moment, we heard gun fire and the fort was nearly hit.

"They can see the flag," said Trelawney. "We should take it down."

"No!" said Captain Smollett. "We keep the flag! It will show the pirates that we are not frightened of them!"

The gun fire continued, but it was almost impossible for them to hit anyone inside the fort.

Just then, we heard someone calling.

"Doctor! Mr Trelawney! Captain! Are you there?"

I ran to the door of the fort and I found Jim Hawkins, safe and alive!



Before you start

Go back and skim the story. Discuss these questions in pairs.

1 What was Dr Livesy's plan?

2 'We'll never get to the beach!' Why was Dr Livesy and his group's final journey on the boat dangerous? Name three reasons.

Vocabulary

1 Complete the sentences with these words from the story.

advantage contact defended get to supplies

1 We need to go to the supermarket to get .... for the party.

2 The soldiers fought bravely and .... the castle.

3 I usually .... my grandparents by phone and email.

4 Luckily, we were able to .... the station and catch the train; we arrived there in time.

5 Tourism has a lot of good sides; it has many ....s to make use of.

Reading

2 Are these sentences *true* (T) or *false* (F). correct the false sentences.

1 When Dr Livesy and Hunter reached the island, they walked a little way and then they found a small castle. *They found a small fort.* F

2 Dr Livesy looked round and realised that the men they left on the Hispaniola were making food. .... ☐

3 Trelawney was very sad as his servant Redruth fell down; he was dead. .... ☐

4 The fort was small and was very well defended. .... ☐

5 Trelawney used a gun and arrested the pirates, but one of them escaped. .... ☐

6 Captain Smollett counted the supplies and asked Dr Livesy how long they would have to spend on this island. .... ☐

3 Where are all these characters at the end of Chapter 6? Complete the table.

Abraham Gray Hunter Jim Hawkins Joyce Long John Silver Redruth Captain Smollett Mr Trelawney

In the fort	Killed	On the island	On the *Hispaniola*

4 Choose the correct answer.

1 Dr Livesy, Captain Smollett and Mr Trelawney could not take the ship and run away from the pirates because ...

A they wanted to wait for Jim and take the treasure.

B the weather was not good for sailing away.

C they were afraid of the six men left on the ship with them.

2 Silver's men on the ship were surprised to see Dr Livesy's group with guns because ...

A they thought that Dr Livesy's group didn't know anything about Silver's plans.

B they didn't see Dr Livesy's group going back to the ship.

C they thought Dr Livesy's group were killed on the island.

Speaking

5 Discuss these questions in pairs.

1 Why does Dr Livesy decide to go to the fort?

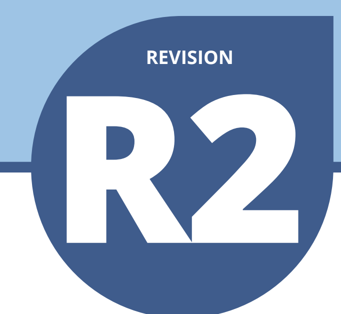
2 What was Smollett's advice to them at the beginning of the journey? Was it a good advice?

3 'It's a race to get *there* first', what does *there* refer to? Why is it important to get there first?

4 The men lose some of their supplies in the water. Why is this a problem? How do you think they feel about this?

5 What do you think will happen next in the story?

WORKBOOK PAGES 126-127



Lesson 1

Before you start

- How do you communicate with friends when they are away?
- Do you communicate with people you do not know very well? How?

Reading

1 Read the text and choose the best title.

1. Why penfriends are history
2. Penfriends are here to stay
3. The last and longest penfriends

Communication is easy today. Many people use apps on their smartphones to talk to their friends. When we send a message to a friend, we take it for granted that he or she will reply very soon.

Before the internet, people wrote letters and many people had penfriends. These were people they did not always meet, but people they chose to write to about their lives. The letters sometimes took a long time to arrive, but penfriends were very popular.

An example is Nellie Roberts and Daphne Meech. These two Australian women are now 90 years old. They first decided to write to each other in the 1930s, and are now perhaps the longest two people ever to be penfriends. Nellie Roberts first had penfriends when she was 10, but only one penfriend continued to write to her. Like Nellie, Daphne lived on a farm and the two women enjoyed writing about their lives. As well as letters, they sent each other black and white photos. They did not meet until 1962, 30 years after their first letter.

Nellie still prefers writing letters, and says that she is never going to use technology to communicate.

Surprisingly, there are now many online clubs for penfriends. They encourage people to write letters to penfriends around the world, and they are very successful. Many say that writing letters is relaxing and a warmer way to communicate than with an email or text. You do not need apps, passwords or anti-virus software. As Nellie says, 'Just a pen and paper will do.'

2 Read again and answer the questions in your notebook.

1. Name three differences between communication now and in the past.
2. Penfriends were very popular, though letters took very long to arrive. Why do you think this happened?
3. How are online clubs and penfriends different?
4. Which one do you prefer, having a penfriend or joining online clubs?
5. Why do you think Nellie still prefers writing letters until now?
   a. She feels that letters express her ideas better.
   b. Her penfriend prefers to receive letters.
   c. She has no money to buy a smartphone.
   d. Mobile phones make her stressed.

Vocabulary

3 Complete the sentences with these words and expressions from the text.

~~anti-virus software~~ app penfriend password smartphone take it for granted

1. It is important to get an *anti-virus software* for your computer to protect your personal details.
2. You can send emails and use the internet on a ....
3. Choose a strong .... for your computer. Your name or 1234 are not very good ones!
4. In England, people .... that it will rain in the summer.
5. My friend has a great .... on his phone. It knows where all the planes in the sky are going!
6. Sending letters to a .... was very popular in the past.

Speaking





4 Do you think you will communicate with your best friends for the rest of your life? If yes, how do you think you will do this?



Before you start

- Look at the things in the photographs. Which will people be able to use in the future and which might we lose? Why?
- What might *Information Dark Age* mean?



Listening

1.24 1 Listen to an interview with a history teacher and check your answers.

1.25 2 Listen again. Are these sentences *true* (T) or *false* (F)?

1. Professor Shabana is worried about the future of technology.
   T
2. We do not know much about the Dark Ages because people did not write much about it.
   ....
3. There will be another Dark Age in the future because computers will stop working.
   ....
4. We will not copy important information onto new technology in the future.
   ....
5. We will lose a lot of information because people will forget their passwords or not think it is important.
   ....
6. Professor Shabana thinks we should print more information from our computers.
   ....
7. Professor Shabana's father kept all the emails he sent to his mother before they married.
   ....
8. Professor Shabana thinks no one will use computers in the future.
   ....

Language

3 Complete these sentences from the recording with *a*, *the* or –.

1. Today I'm talking to ...–... Professor Marwan Shabana, ... history teacher at .... University of Cairo.
2. He's just written .... very interesting book about .... future of technology.
3. Will .... software that we use today be on .... computers of tomorrow?
4. I don't have any of .... emails I sent to my wife, because we don't usually keep .... emails!

4 Work in pairs. Say what you think about the following statements using the expressions from the recording.

I agree. I'm not so sure about that!
In my opinion, we need to …
That's true.

It's usual to feel stressed when you move to a new school.

Sometimes it's funny to bully people.

One day, everything in our houses will be connected to the internet.

In the future, it will be impossible to hack into computers.

R2 Lesson 3

Before you start

- How do you choose a book to read?
- Where can you find information about books?

Reading

1 Read these reader's reviews of one of Robert Louis Stevenson's novels and answer the questions.

1 Which book did the reviewers read?

....

2 Do the reviewers agree?

....

Most Helpful Customer Reviews

69 of 74 people found the following review helpful

A fantastic adventure story! 

In my opinion, Robert Louis Stevenson's *Kidnapped* is not as great as *Treasure Island* or as exciting as *The Strange Case of Dr Jekyll and Mr Hyde*, but it is full of action and really fun. I enjoyed it very much. The story happens in 1751 and it begins when seventeen-year-old David Balfour goes to stay with his mysterious uncle in Scotland. His uncle is a cruel man and he tricks David. He arranges for a ship to take David away to America. However, David manages to escape with a friend and that is just the start of their adventures. I recommend this book to everyone who likes adventure stories.

James (UK)

Comment | Was this review helpful to you? 

Not the best book for me 

As far as I'm concerned, this book is too old-fashioned. The story is interesting and there is a lot of action, but I don't think the characters are very real. David Balfour is a seventeen-year-old boy, but his life is very different from mine. The language is also old-fashioned. I prefer to read more modern books. *Kidnapped* is just not my kind of book.

Peter (Canada)

Comment | Was this review helpful to you? 

My favourite book! 

Kidnapped has so much action and adventure! This really is my favourite book. David Balfour's uncle tries to send him away to America on a ship, but David escapes and makes friends with a man called Alan Breck. Together they travel through Scotland and face many dangerous and exciting situations. I love all the details about the places they visit. You can really feel like you are in Scotland. I will definitely read this book again.

Tara (Ireland)

Comment | Was this review helpful to you? Yes No

2 Make a list of the good and bad things that the reviewers say about the book.

Good things	Bad things
It's full of action.	It's too old-fashioned.

Did you know?

This is an English expression:

You shouldn't judge a book by its cover.

What do you think this expression means?

3 Read the reviews again. Which topics do the reviewers mention in their reviews?

- the characters ☐
- the events of the story ☐
- the language ☐
- the book cover ☐
- how easy the book was to understand ☐
- the setting (time and place) of the story ☐
- the reviewer's opinion of the book ☐

Before you start

- What is your favourite book?
- What kind of books do you like? Do you prefer old or modern books?

Writing

1 **Plan a review of a book that you have enjoyed reading. Make notes about the book.**

- the characters ....
- the story ....
- the language ....
- how easy it was to read and understand ....
- your opinion ....

2 **Use your notes to write a short review of the book in your notebook.**

....

Speaking

3 **Work in pairs. Recommend your book to your partner. Tell them why they should read it.**



4 **Research online or in a library to find out about World Book Day. When is it? What happens on this day?**

R2 Treasure Island: Chapters 4-6

Vocabulary

1 Choose the correct answer from a, b, c, or d.

1 People who suffer from starvation usually need food ....
a supplies **b** surveys
c reviews **d** analysis

2 Our brave army soldiers .... our country against enemies.
a offend **b** defend
c attack **d** fight

3 When did you .... to your office?
a stay **b** reach
c arrive **d** get

4 I usually .... my friends by using my mobile phone.
a communicate **b** connect
c contact **d** control

5 A .... is a heavy metal weapon.
a knife **b** cannon
c pistol **d** gun

6 What are the .... and disadvantages of the internet?
a advantages **b** points
c sides **d** demerits

7 My mother .... down to take the little girl into her arms.
a broke **b** fell
c knelt **d** raised

8 I used to depend on myself and do the homework .... my own.
a on **b** of
c from **d** with

9 The young man behaved foolishly, so people believed he was ....
a wise **b** polite
c active **d** crazy

10 Captain Smollett had a .... to save the ship from Silver and his men.
a plane **b** plan
c plain **d** pain

11 Archaeologists try to look for the .... of the pharaohs.
a pleasures **b** pressures
c treasures **d** sessions

12 The referee blew his .... to end the match.
a whistle **b** fire
c gun **d** voice

13 If you have a ...., you should see your doctor.
a habit **b** disease
c review **d** custom

14 I saw a lot of boats near the sea ....
a shore **b** bank
c valley **d** canal

15 We .... our friend Ali because he never tells lies.
a disagree **b** agree
c trust **d** distrust

16 In the morning, I usually see a lot of birds on the .... of trees.
a roots **b** branches
c seeds **d** trunks

17 Children played on the .... and made sandcastles.
a beach **b** bank
c shore **d** mud

18 Can I .... the poetry competition, please?
a Take place **b** take part
c go **d** join

19 At work, the team has a great .... who tells each one what to do.
a fool **b** captain
c leader **d** fellow

20 The worker used a .... to make a hole on the ground.
a saw **b** spade
c knife **d** hammer

Treasure Island: Chapters 4-6



2 Read and fill in the missing word using the words in the box.

guarded	prevent	role	treasures

The ancient Egyptian civilization is well-known all over the world. Even today, Egyptian archaeologists are trying to find the (1) .... of the Pharaohs. Such important things need to be well (2)........................ to stop people from taking them. We must (3)........................ anyone from trying to damage or steal anything related to our great civilization. It is the (4)........................ of all of us to protect our wonderful monuments.

3 Answer these questions.

1 Do you agree that Flint was an evil man? Why?/ Why not ?

....

2 Describe the Treasure Island. What does it look like? What is on the island?

....

3 Was Jim mistaken when he decided to go to the island? Why do you think so?

....

4 Do you think that Jim is right to trust Ben Gun? Why?/Why not?

....

5 What do we find out about the character of Silver when he goes onto the island?

....

4 Choose the correct answer.

1 .... jumped behind a tree. So, Jim decided to walk back towards the beach.
- **a** A huge animal
- **b** Ben Gun
- **c** Flint
- **d** John Silver

2 Jim thought that Ben Gun was crazy because........................
- **a** he wanted to kill him.
- **b** he said he had found the treasure.
- **c** he said he was rich.
- **d** he asked Jim to lend him money.

3 What happened when Trelawney stood up with a gun and fired at the pirates?
- **a** No one was killed.
- **b** They fired at him and he was injured.
- **c** They cried and ran away.
- **d** One of them fell.

4 When Dr Livesy and Hunter reached the island, they walked a little way and then they found a fort which ....
- **a** had been destroyed before.
- **b** was big enough for about twenty-five people and was very well defended.
- **c** was not big enough and was very badly defended.
- **d** was small and not defended well.

5 Match characters with events.

Characters	Events
1 Jim	**a** was left on the island by a ship and lived on fish and fruit there.
2 Silver	**b** said, "We keep the flag! It will show the pirates that we are not frightened of them!"
3 Ben Gun	**c** couldn't trust anything Silver said.
4 Captain Smollett	**d** helped Captain Smollett to sail the boat closer to the shore.
5 Dr Livesy	**e** is the narrator of Chapter 6.

6 Imagine that you are Jim. Write a diary entry about your time on the island.



WORKBOOK PAGES 128-131



UNIT 1 Past simple and past continuous

Past simple

Statements and negative statements

I/You/He/She/It/We/They	**finished/did not finish (didn't finish)**	the book yesterday.

Wh- questions

When	**did**	I/you/he/she/it/we/they	**finish?**

Yes/No questions and answers

Did	I/you/he/she/it/we/they	finish on time?

Yes, I/you/he/she/it/we/they **did.**	No, I/you/he/she/it/we/they **did not (didn't)**.

Uses of the past simple

- for actions which started and finished in the past: *I **sold** my car yesterday.*
- for actions which follow each other in the past: *We **arrived** home quite late and **found** nobody in.*
  *We **knocked** on the door, but nobody **came**.*
- for repeated past actions and habits in the past: *I **worked** for five hours every day last week. / My uncle **used to** play football when he was young. (he usually played football …)*

Past continuous

Statements and negative statements

I/He/She/It	**was/was not (wasn't) cooking**	yesterday evening.
You/We/They	**were/were not (weren't) watching**	TV last night.

Wh- questions

Where	**was**	I/he/she/it	**cooking**	yesterday evening?
What	**were**	you/we/they	**watching**	on TV last night?

Yes/No questions and answers

Were	you/we/they	**cooking** yesterday?
Was	I/he/she/it	**watching** TV last night?

Yes, we **were**.	No, we **were not (weren't)**.
Yes, he **was**.	No, he **was not (wasn't)**.

Uses of the past continuous

- for something that was in progress when an action took place (note that the action is in the past simple):
  *While we **were watching** TV last night, someone turned the lights off.*
  *When Rami went to the office, the worker **was doing** his morning tasks.*
  *My father returned home when we **were doing** our homework.*
- for two actions that were in progress at the same time:
  *While I **was watching** TV last night, my sister **was reading** a magazine.*

- We use the past continuous to show that an action was in progress at a certain time:
  What ***were you doing*** *at 8'clock?*



Present simple and present simple passive

Present simple

Statements and negative statements

I/You/We/They	**study/do not (don't) study**	in Alexandria.
He/She/It	**studies/does not (doesn't) study**	here.

Wh- questions

Where	**do**	I/you/we/they	**study?**
When	**does**	he/she	

Yes/No questions and answers

Do	I/you/we/they	**study**	in Alexandria?
Does	he/she/it	**study**	here?

Yes, I/you/we/they do.	No, I/you/we/they **do not (don't)**.
Yes, he/she/it does.	No, he/she/it **does not (doesn't)**.

Uses of the present simple

- for actions, facts or for situations that are always or usually true: *The moon orbits the Earth. / We* ***live*** *in the centre of Cairo.*
- for habits and repeated actions: *Children often* ***help*** *their parents and grandparents to do things.*

Frequency adverbs

- Use frequency adverbs with present simple verbs to say how often something happens.
  Common frequency adverbs: ***never >> sometimes >> often >> usually >> always***
- Frequency adverbs are usually before present simple verbs: *We* ***always*** *help our parents when they're busy.*

Note: frequency adverbs come after the verb *be*: *It is* ***usually*** *sunny in my country.*

- We use present simple after time conjunctions to express future: *After Jack reaches London, he will send us an email.*

Present simple passive

Statements and negative statements

The present of *to be (am/are/is)* + past participle:

I	**am ('m not)**	
You/We/They	**are (aren't)**	**taught** by a teacher.

He/She/It	**is (isn't)**	

***Wh-* questions**

Why	**am**	I	**brought**	here by taxi every day?
When	**is**	he/she	**expected**	to arrive
Why	**are**	you/we/they	**given**	so many things?

The agent

- The agent is the person or thing that does the action in a sentence with a passive verb. It is introduced by the preposition *by*:

  The cattle are attacked ***by lions*** *every day. (Lions attack the cattle every day.)*

  The lions are protected ***by the Lion Guardians****. (The Lion Guardians protect the cattle.)*

- Many sentences with passive verbs do not need an agent because we do not know, or do not need to know who did the action, or because it is not important who did it:

  Maasai men ***are taught*** *to be field biologists. (We do not know who teaches them.)*

  Lions ***are monitored*** *every day. (We can guess that the Lion Guardians monitor them, but it's not important.)*

UNIT 3 Present perfect

Present perfect

Statements and negative statements

I/You/We/They	**have/have not (haven't) studied**	*David Copperfield.*
He/She/It	**has/has not (hasn't) studied**	

***Wh-* questions**

Where	**have**	I/you/we/they	**studied**?
When	**has**	he/she/it	

***Yes/No* questions and answers**

Have	I/you/we/they	**studied** *David Copperfield*?
Has	he/she/it	

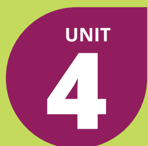
Yes, I/you/we/they **have**.	No, I/you/we/they **have not (haven't)**.
Yes, he/she/it **has**.	No, he/she/it **has not (hasn't)**.

Uses of the present perfect

- to describe actions which began in the past and are still continuing:
- *I****'ve lived*** *here all my life* (until now, and I'm still living here). *She* ***has studied*** *English for 10 years.*
- to describe actions which have happened recently: *He's* ***just finished*** *his first year at university.*

- with *never, ever and since* to describe experiences: *My grandmother* ***has never visited*** *another country. / It's the first time I have ever spent the summer holiday abroad.*

  Laila ***has enjoyed*** *reading* ***(ever) since*** *she was very young (and she still enjoys reading now).*
- to describe actions which have NOT happened yet: *She'****s never played*** *tennis. / I haven't bought a new car yet.*
- To describe actions that happened in the past and have an effect now: *I'm over the moon; I have passed my final exam.*



UNIT 4 Countable and uncountable nouns, and articles

Countable nouns

- Nouns with singular and plural forms are called countable nouns:

  a bottle, two bottles, a hundred bottles; a child, three children; a man, ten men
- Singular countable nouns can be used with *a/an* or *one*:

  Ali is eating ***a banana****. Sara would like* ***an apple****. Hassan has eaten* ***one banana*** *and two oranges.*
- Plural countable nouns can be used with numbers, *How many, so/not many, a few, fewer*:

  How many grapes *would you like? Can I have* ***a few grapes****?*

  Fewer people *live in the country today than in the past.*

Uncountable nouns

- Nouns which have only one form (no plural) are called uncountable nouns:

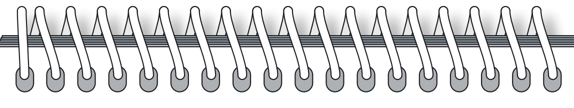
  air, water, light, money, glass, paper
- Uncountable nouns are used with *some, How much, so/not much, (a) little*:

  Be careful, there's ***some glass*** *on the floor.*
  How much light *is there in the cave?*

  We don't have ***much money****. There is only* ***a little water*** *to drink.*
- Uncountable nouns can't be preceded by a/an:

  Money *is the root of all evil.*
- Before uncountable nouns, we can use: a piece of/pieces of …, etc.

  My teacher gave me useful ***pieces of advice*** *to follow.*



NOTE:
You can add words to make uncountable nouns plural, e.g. *two bottles of water, three pieces of glass, four sheets of paper.*



Indefinite article

Uses of the indefinite article *a/an*

- to refer to something for the first time: *Her father has just bought* ***a*** *new car.*

  When Ali visited Thailand, he had a ride on ***an*** *elephant.*
- to talk about someone's job: *Imad wants to be* ***a*** *scientist when he finishes university.*

  His sister, Sara, wants to be ***an*** *architect.*

- to refer to one of many things: *My uncle and aunt live in* ***a*** *flat in the town centre.*
  I usually have ***an*** *egg for breakfast.*

A **or** ***an*****?**

- If a noun (or adjective before a noun) starts with a vowel sound, use the indefinite article *an*:
  an *animal,* ***an*** *elephant,* ***an*** *interview,* ***an*** *orange bus,* ***an*** *unusual building*
- The letter *u* at the beginning of a word is pronounced as if it begins with the consonant *y*. In these cases, use the article *a*: ***a*** *uniform,* ***a*** *university,* ***a*** *useful book*

Definite article

Uses of the definite article *the*

- to refer to something you have already talked about:
  His father works in an office. ***The*** *office is near the city centre.*
  She bought a book by Charlotte Brontë yesterday. ***The*** *book is called* Jane Eyre*.*
- when there is only one of something, or when everyone knows which thing or person you are talking about:
  The *moon looks very near to* ***the*** *earth tonight.*
  (There is only one moon and earth.)
  We had a picnic in ***the*** *park at the weekend.*
  (This is the park we all know, probably the nearest or only park in the town.)
- with superlative adjectives and other words (*first, last, only,* etc.):
  That's ***the best*** *film I've ever seen.*
  The Nile is ***the longest*** *river in the world.*
  The first *letter of the alphabet is A.*

Note: We say: I have lunch with my family.
The lunch *(which) I had with friends in Alexandria is unforgettable.*

NOTE:
The is also used with the names of most rivers, seas, groups of isalnds, groups of mountains and countries which are groups:
the Amazon
the Pacific
the United Kingdom
the Himalayas
the United Arab Emirates



UNIT 5 Future forms

will + infinitive

Statements and negative statements

I/You/He/She/We/They	**will/'ll**	**see** you tomorrow.
	will not/won't	

Wh- questions

When	**will**	I/you/he/she/we/they	**arrive**?

Yes/No questions and short answers

Will	he	be late?

Yes, he **will**.	No, he **won't**.

Uses of *will* + infinitive

- for predictions with no evidence: *I expect Lucy and Jim **will stay** for dinner.*
- for future facts: *It's my birthday next Tuesday. I'**ll be** 17.*
- for quick decisions: *Oh, that's the doorbell. I'**ll get** it.*
- for offers: *I'**ll make** dinner tonight.*

am/is/are + *going to* + infinitive

Statements and negative statements

I	**am ('m)/am not ('m not)**	**going to work** hard this term.
You/We/They	**are ('re)/are not (aren't)**	
He/She	**is ('s)/is not (isn't)**	

Wh- questions

	am	I	**going to do** tomorrow?
What	**are**	you/we/they	
	is	he/she	

Yes/No questions and short answers

Are	you/we/they	**going to work** hard?
Is	he/she	

Yes, you/we/they **are**.	No, you/we/they **aren't**.
Yes, he/she **is**.	No, he/she **isn't**.

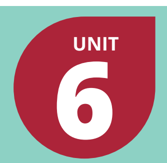
Uses of am/is/are + *going to* + infinitive

- for plans, intentions and decisions: *Next month, I'**m going to buy** a new phone; it is my decision.*
- for warning and predictions with evidence: *It's really dark. I think it'**s going to rain** /watch out! the child is going to fall.*

Use of the present continuous

- for actions that you have arranged to do: *I can't visit you tonight as I'm meeting my uncle at the airport.*

Note: *I've prepared everything; **I'm going** to London.*
__I'm going to go__ to Alexandria; it's my intention.



UNIT 6 Verbs + infinitive or *–ing* forms

Verbs + infinitive

Some verbs are followed by *to* + the infinitive form:

agree choose decide hope learn offer plan promise want manage threaten refuse fail

*Saeed is planning **to go** to university next year. He hopes **to study** medicine.*

Verbs + *-ing* form

Some verbs are followed by the *–ing* form of the verb:

avoid dislike enjoy finish suggest deny mind consider

*Sara and Hana **enjoy** going swimming.*

Some verbs can be followed by *to* + the infinitive form of the *–ing* form with no change in meaning:

begin continue love prefer start like

*Even though we were really tired, we continued **to run/running** until we got home.*

*The wind began **to blow/blowing** just as we arrived home from school.*

Note: *Would like/love/prefer ➔ to+inf*

*I like to **play/playing** football.*

*I'd like **to borrow** this book.*

Some verbs can be followed by *to* + the infinitive form or the *–ing* form, but there is a change in meaning:

remember stop regret forget

***Remember to bring** your homework tomorrow.* (= don't forget)

*I **remember meeting** this man a year ago.* (= I have a memory of something in the past)

*On her way home, Laila **stopped to talk** to her friend Dalia.* (= she did not continue doing something so that she could talk)

*Laila and Dalia have **stopped talking** to each other.* (= do not talk to each other any more)

*I **regret buying** this old car; it has caused me a lot of problems.* (= I'm sorry I bought it)

*I **regret to tell** you that I have broken your camera.* (= I'm sorry to tell you so)



Year 1



Workbook

Paul Ashe and Matthew Hancock



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UNIT 1

Lesson 1

Getting away

Vocabulary

L	E	U	N	I	Q	U	E	L	M	T	I
M	A	T	E	R	I	A	L	I	Z	N	S
Y	T	R	E	V	O	P	A	V	H	I	O
R	D	O	I	N	N	F	M	I	R	Q	L
S	U	S	T	A	I	N	A	B	L	E	A
E	C	O	T	O	U	R	I	S	M	E	T
E	N	D	A	N	G	E	R	E	D	Z	E
M	I	M	P	A	C	T	M	O	X	Y	D

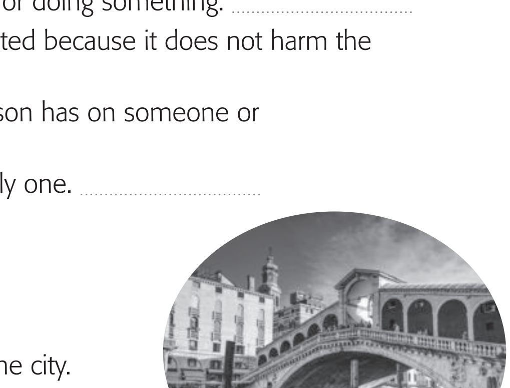
1 **Find the words in the wordsearch and match them with their definitions. The words can be in different directions → ↓ ←.**

1. A type of holiday that helps local people and doesn't damage the natural environment. *ecotourism*
2. An adjective that describes something that is in danger of disappearing forever. ....
3. An adjective that describes something that is disconnected from other people and places. ....
4. A noun that means the things that are used for making or doing something. ....
5. An adjective that describes an activity that can be repeated because it does not harm the environment. ....
6. A noun that describes the effect that an action or a person has on someone or something. ....
7. An adjective that describes something special or the only one. ....

Reading

2 **Read the text and choose the best summary.**

- **a** The water in Venice is destroying the city.
- **b** Venice has too many visitors and this is a problem for the city.
- **c** The local people want the Council to stop visitors coming to the city.



A popular problem!

Venice is famous for being a city with many canals, colourful carnivals, amazing plazas and historic buildings. However, the city is a victim of its own beauty. Venice has a population of only 55,000, but the city is visited by twenty million tourists every year. This tourism creates a lot of jobs for the local population, but it also causes many problems.

Many of the 59,000 tourists a day enjoy riding on boats along the canals, but the large cruise ships can damage the historic buildings. The narrow streets can be very crowded and it is difficult for local people to move around the city.

The local council are trying to find a solution which keeps both the tourists and local residents happy. They are also trying to encourage tourists to visit other beautiful sites around Venice.

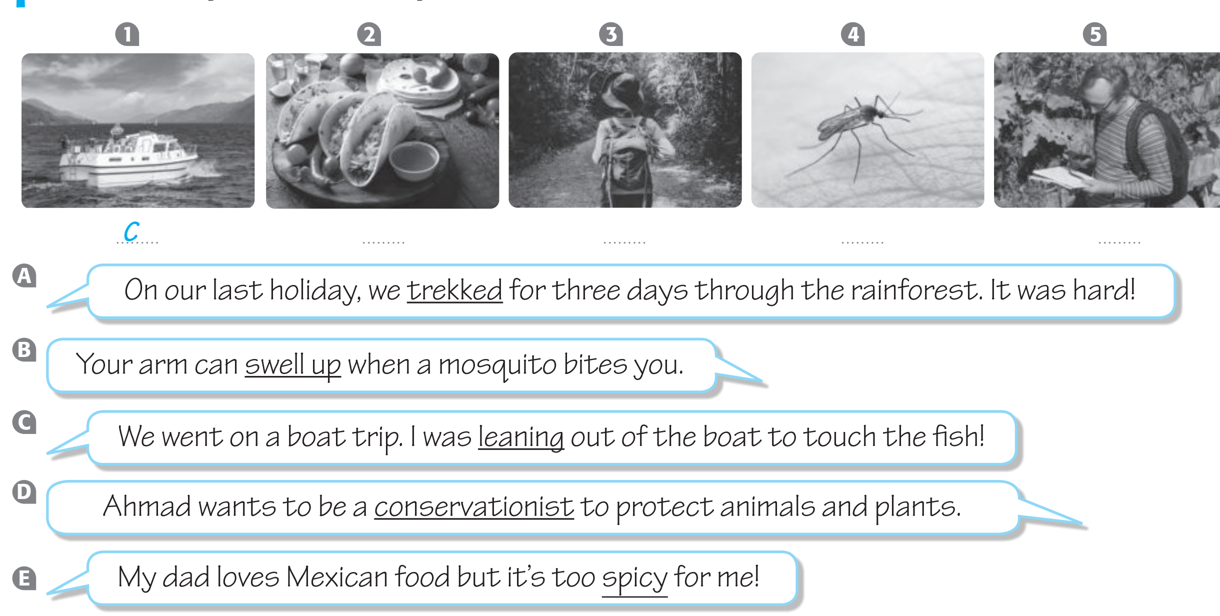
3 **Read the text again and write *true* (T) or *false* (F).**

1. Venice has many different attractions. *T*
2. 20 million tourists visit Venice each year. ....
3. Boats damage the buildings in Venice. ....
4. The local council only want tourists to be happy. ....
5. Tourists cannot visit the places around Venice now. ....

4 **The local council are trying to find a solution which keeps both the tourists and local residents happy. Can you think of some solutions to help the local council?**

Vocabulary

1 Match the expressions to the pictures. What do the underlined words mean?



Language

2 Kamal went on some trips with his family. Use the words to write the sentences about what he was doing using the past continuous.

1 Kamal / swim / pool *Kamal was swimming in a pool.*
2 Kamal's family / take selfie / pyramids ....
3 Kamal / sunbathe / beach ....
4 Kamal's family / have lunch / restaurant ....
5 Kamal / sail / sea ....

3 Read Salma's email to her friend about her last holiday. Complete the text with the past simple or past continuous form of the verbs in brackets.

To: Hania
Subject: My funny holiday!

Hi Hania,

How are you? I hope you (1) *had* (have) a great summer! I remember you (2) .... (talk) about going to the beach with your family. (3) .... you .... (have) a good time? What (4) .... you .... (do)?

My summer (5) .... (be) great! I (6) .... (do) so many different things. First of all, we (7) .... (go) to the village where my father was born. In the car, on the way there, my brother (8) .... (lean) out of the window with his mouth open and he (9) .... (eat) two flies! We all (10) .... (laugh) except for my brother, of course!

Well, that's all for now. I'll tell you more when I see you.

Best wishes,

Salma

Reading

1 **Read the adverts for four different holidays. How many adverts offer good food?** ....

A

A beach break

Do you want to relax in a quiet and peaceful place? Escape from noisy streets and leave your busy city life behind. Visit this amazing paradise. Enjoy the sunshine on isolated beaches and swim in clean, clear water.

B

Adventure time

Are you tired of the same old, boring places? Are you looking for an active holiday? Then this is the holiday for you. Day one starts with diving, then day two takes you climbing in the beautiful Alpine mountains.

C

Eco-trip

Ecotourism is a new way to travel for a new kind of traveller. You can go trekking through the Andes and explore ancient Machu Picchu with a local guide. You can enjoy peace and quiet or you can meet the local people, all without damaging the environment.

D

A cruise to remember

Why not take a calm cruise around the Caribbean? On board our modern cruise ship, you can enjoy great food and forget your worries in our relaxing restaurants. We stop at six different islands where you can visit the crowded markets and see many unusual sights.

2 **Read the adverts again and then match the people with the holidays.**

1 Nader & Amal: We like to travel and see different places, but we also want time to rest. ...D......

2 Hassan: I love travelling to remote places but I don't want to damage the environment. ....

3 Mona: I enjoy doing different activities when I'm on holiday. I am very active and don't like sitting down for too long. Last year I went on a cruise and I thought it was boring. ....

4 Gamal & Lamar: We travel a lot for work and we're both very busy. So, on holiday, we like to find a nice place near the beach. ....



Vocabulary

1 Match the words with their definitions.

~~ancient~~ crowded exciting exotic isolated modern peaceful relaxing

1 Something that is very old. ......*ancient*......
2 Something that makes you feel relaxed and not stressed. ....
3 Something that makes you feel excited. ....
4 A place which is a long distance from other places. ....
5 Feeling calm, quiet, without any problems. ....
6 This is unusual and often from a different country. ....
7 Something which is new and connected to the present. ....
8 When a place has lots of people. ....

Writing

2 Write a three-paragraph essay about ecotourism. Write one paragraph about the advantages of ecotourism, a second paragraph about why it is important, and a third paragraph about how you can encourage ecotourism in your area.

Writing tip
The first sentence of a paragraph is called a topic sentence. The topic sentence presents the main idea of the paragraph. The other ideas support the topic sentence and add to it.

1 Story

Treasure Island

Chapter 1



1 Complete the sentences with these words.

blind	cliff	dare	~~grabbed~~	guard	owed	pale	scar

1 Tarek was late, so he ......*grabbed*...... his school bag and ran for the bus.
2 Although they cannot see, ... people can often hear better than other people.
3 The taxi stopped and Lina asked the driver how much money she ....
4 When I was little, my brother asked me to climb a tree in the park, but I didn't .... It was too dangerous.
5 The beach is busy today, so can you .... my bag while I go for a swim?
6 My grandfather worked at night and didn't see the sun very often, so he was always very ....
7 Ali has a .... on his hand after he cut it with a knife.
8 Be careful if you walk that way. There is a big .... and you don't want to fall!

2 Match the people and places a–f from the story with the descriptions.

1 ☐ the person who tells the story
2 ☐ the nearest place where other people live
3 ☐ a sailor who comes to stay at the inn
4 ☐ the place where the inn is
5 ☐ the inn where Jim lives with his parents
6 ☐ a pale thin man with three fingers

a Admiral Benbow
b Black Dog
c Black Hill Cove
d the Captain (Bill)
e Jim Hawkins
f the village

3 Read Chapter 1 again quickly. Who has the following?

1 an inn by the sea ....
2 a scar on his face ....
3 blood on his arm ....
4 a gun that they borrow from a neighbour ....
5 the papers from the Captain's box ....

4 Circle *True* or *False* and correct the false sentences.

1 The Captain did not want any sailors to find him at the inn. True / False

....

2 The Captain paid a lot of money for his room. True / False

....

3 One day, a black dog waits for the Captain at the inn. True / False

....

4 The Captain tells Jim that he has something other people want. True / False

....

5 Jim and his mother's neighbours agree to help them guard the inn. True / False

....

6 Jim's mother takes all the money from the box in his room. True / False

....

5 Put the events from Chapter 1 in the correct order.

a ☐ A blind man gives the Captain a note, then the Captain dies.
b ☐ The Captain chases a man with three fingers from the inn.
c [1] A man with a scar on his face decides to stay at the Admiral Benbow inn.
d ☐ Jim takes the papers from the Captain's box and walks towards the village.
e ☐ Visitors to the inn liked the stories that the Captain told them.
f ☐ Jim and his mother open the box inside the Captain's room.

6 Read the quotations and answer the questions.

1 *"He did not give us any more money for his room and my father did not dare to ask him for more."*
Why do you think Jim's father didn't dare ask the Captain for money?

....

2 *"'I'll only take the money which the Captain owes us,' my mother said, opening the bag."*
What does this tell us about Jim's mother?

....

3 *"We stood up to leave, and I decided to take the papers from the box, too. We walked as quickly as we could back towards the village, but as we walked, we heard the sound of people in the road behind us."*
Who do you think the people are, and what do you think they want to do?

....

7 Answer these questions.

1 Do you expect Jim will leave his mother? Why?/Why not?

....

2 How would you describe the beginning of the story? Are you enjoying it? Why/Why not?

....

8 Imagine that you are Jim's mother opening the Captain's box in his room. Write what you say to Jim as you take out the things inside it.

....

....

....

....

....

....

UNIT 2

Lesson 1

Supporting the community

Vocabulary

1 Complete the sentences with the correct word.



generous
~~famous~~
great
intelligent
kind
long-term

1. Mohammed Salah is a ...*famous*... footballer who plays for Liverpool Football Club.
2. Mohammed Salah gives money to help children in Egypt because he is very ....
3. Many people think he is an .... player because he makes very clever movements.
4. Mohammed Salah has a .... agreement to play for his team.
5. Mohammed Salah is a .... person. He plays well and helps others.
6. The people who meet Mohammed Salah say he is a .... and friendly person.

2 Match the two parts of the sentences to make complete sentences.

1. Mohammed Salah has a desire to …
2. Mohammed Salah donated money …
3. Mohammed Salah is a role model to …
4. Mohammed Salah is admired …
5. Mohammed Salah is one of Egypt's …
6. Mohammed Salah's speed …

a … for his football abilities.
b … many children in Egypt.
c … helps him to run past other players.
d … most famous football players.
e … to help build a school.
f … help other people.

Writing

3 Use the expressions to write a blog about a famous person. Choose the best word or expression to continue the sentence. Include more information about the person in your blog.

.... donated money/blood …	• to build a school. • to help children. • to help a hospital. • etc.
.... is admired for his/her …	• intelligence. • generosity. • compassion. • etc.
.... has a desire to …	• help other people. • be a role model. • donate blood. • etc.
.... is one of Egypt's …	• most recognized … • best … • most important … • etc.
.... is a role model to …	• many teenagers. • people in Egypt. • men/women all over the world. • etc.



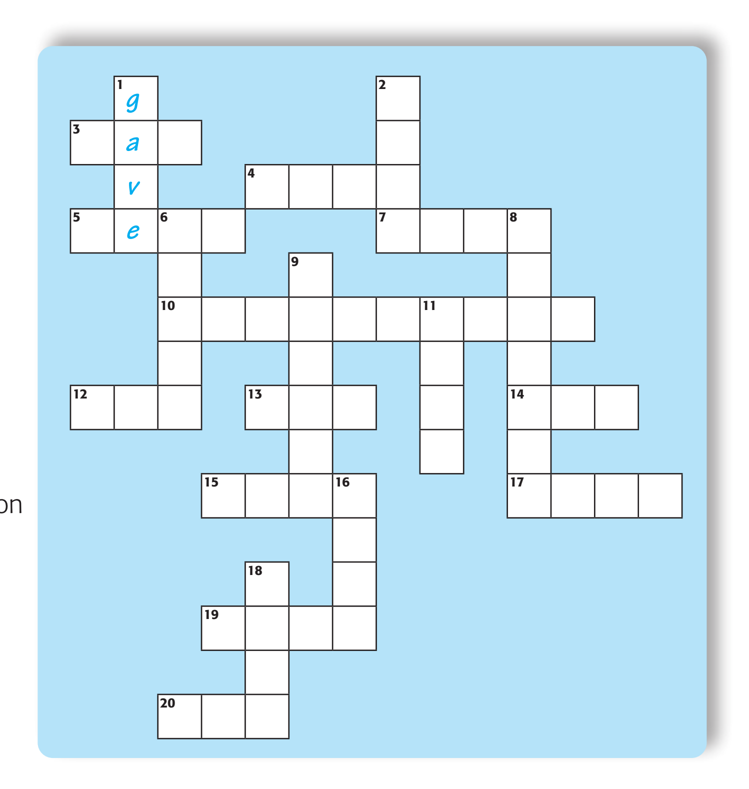
Lesson 2

Language

1 Complete the crossword with the past simple form of the verbs.

DOWN ↓
1 give
2 know
6 find
8 think
9 become
11 tell
16 be (second person)
18 say

ACROSS →
3 see
4 come
5 leave
7 go
10 understand
12 have
13 be (third person singular)
14 get
15 grow
17 take
19 make
20 do



2 Write questions in the present simple or past simple.

1 A: *Is your brother tall* .... (*brother / tall*)?
B: Yes, he is.

2 A: .... (*like / soccer*)?
B: Yes, I do.

3 A: .... (*where / go on Saturday evenings*)?
B: We usually go to a restaurant for dinner.

4 A: .... (*what / best friend eat yesterday*)?
B: She had a sandwich and some fruit.

5 A: .... (*you / cute as a baby*)?
B: Yes, I was.

3 Read the conversation. Use the verbs in brackets to complete the sentences with the present simple or past simple.

Fady: Hi Dina. ❶ *Did you do* (*do*) the English homework for today?

Dina: Yes, I did. Then ❷ .... (*watch*) a documentary about lions. Have you heard of Dr. Leelah Hazzah?

Fady: Yes. She ❸ .... (*live*) in Kenya, doesn't she?

Dina: That's right. She ❹ .... (*work*) with the Lion Guardians. They ❺ .... (*help*) the Maasai to protect their cattle and they protect lions at the same time.

Fady: ❻ .... (*be*) the documentary on TV at 9pm?

Dina: Yes, that's right. It was very interesting!

Fady: I ❼ .... (*not see*) it but I think my father watched it because he was telling me about it in the car. My dad really ❽ .... (*like*) lions.

2 Lesson 3

Language

1 Complete the sentences with the present passive. Use the verbs in brackets.

1 Dr Leelah Hazzah *is seen* (*see*) as an important conservationist by many people.
2 It .... (*estimate*) that there are only 20,000 lions in Africa.
3 The Lion Guardians organisation .... (*locate*) in Kenya.
4 The Maasai .... (*teach*) how to protect their cattle from lions.
5 The lions .... (*follow*) every day by the Maasai men.
6 The information .... (*send*) to the cattle farmers who can then protect their animals.
7 Fewer lions .... (*kill*) today than in the past thanks to the work of Dr Leelah Hazzah.
8 The Maasai houses .... (*build*) by the women of the tribe.

2 Complete the sentences with the present passive. Use the verbs in brackets.

Maasai Tracking

The Maasai are experts at tracking animals and lions are the most well-known animal that they follow. But how do they do it? The lions (1) *are tracked* (*track*) by the Maasai, who use all their senses to follow them.

When a paw print (2) .... (*discover*), it (3) .... (*check*) to see if it is an old paw print or a recent one. Then the path (4) .... (*follow*) by the Maasai until the lions (5) .... (*find*).

While they are tracking the lions, the Maasai are listening and looking for signs to help them discover where they are. In the past, the Maasai might kill a lion when they found one. Today, lions (6) .... (*protect*) by the Maasai from hunting parties and at the same time the local people's cows are safe. Thanks to the Lion Guardians, everyone is happy!

3 Complete the second sentences using the present passive so that they mean the same as the first sentences. Use between 1 and 3 words.

1 Lions sometimes kill the Maasai's cattle.
The Maasai's cattle *are sometimes killed* *by lions.*
2 Dr Leelah Hazaah teaches the Maasai to monitor lions.
The Maasai .... to monitor lions by Dr Leelah Hazaah.
3 The Lion Guardians program protects lions in Kenya.
Lions in Kenya .... by the Lion Guardians program.
4 Scientists locate the headquarters of the Lion Guardians in the Amboseli-Tsavo ecosystem.
The Lion Guardians headquarters .... in the Amboseli-Tsavo ecosystem.

Writing

1 **Write a biography about Dr Leelah Hazaah. Use the plan and questions to help you. You can also use the expressions in the expressions box. Write about 100 words.**

Useful expressions

- Dr Leelah Hazaah lives in …
- She is a role model to …
- She is admired for her …
- Dr Leelah Hazaah is one of Egypt's …
- She has a desire to …

Dr Leelah Hazaah

Writing tip
A biography is a description of a person's life.

Early life: Where was she born? Where did she live as a child? What did her parents do? What did she study? Did anything important happen to her as a child?

Description: Describe Dr Leelah Hazaah's appearance and her personality.

How she has helped the community: What did she do in the past to help the community? Where does she currently live and how is she helping the community now?

Conclusion: What is your opinion of Dr Leelah Hazaah? Why is her work so important? What is she admired for? Why is she a good role model?

2 Story



Treasure Island

Chapter 2

1 Match the words and the definitions.

1 [g] clue
2 [ ] crew
3 [ ] escape
4 [ ] head
5 [ ] magistrate
6 [ ] rob
7 [ ] servant

a the most important person in an organisation
b someone whose job is to live in another person's house and do jobs for them, such as cleaning
c steal something from a person, shop etc.
d the people who work together on a ship, plane etc.
e succeed in leaving a place when someone or something is trying to stop you
f someone who decides if a person is guilty of less serious crimes in a court
g an object or piece of information that helps to solve a crime

2 Read the quotations and answer the questions.

1 *"If you find it, you'll all be rich!" said the blind man.*
What was the man talking about?

....

2 *"We are not safe any more. We must not tell anyone else what we know."*
Why does Dr Livesy say this?

....



3 *"The crew included a man called Long John Silver, who had lost a leg but was a good cook. Silver also knew other men who would join us."*
Do you think Long John Silver will be a good person to have on the ship? Why/Why not?

....

3 Match the people with what they did or what happened to them.

1 [c] Bill
2 [ ] the blind man
3 [ ] Dr Livesy
4 [ ] the eight men
5 [ ] Long John Silver
6 [ ] Redruth
7 [ ] Mr Trelawney

a he wanted to find treasure on the island
b they escaped on a boat
c he died
d he travelled to Bristol with Jim
e he wanted to find Jim and his mother
f he was asked to be the ship's cook
g he said he would be the ship's doctor

4 **Write a short summary of the first two chapters of Treasure Island. Write about 100 words.**

UNIT 3

Lesson 1

Improving lives

Reading

1 Read the text. What helped some children to improve their lives?

The book character David Copperfield went to work when he was ten years old. In the 1800s, it was not unusual for children to work at this age in England. Poor parents did not have the money to send their children to school. They often needed their children to earn money or they could not pay their debts. Factories liked to have children working for them because they did not need to pay them as much as they paid adults. The children could also do some things the adults could not do. For example, they were small so they could go under machines when they broke. The children were often miserable. They worked very long hours and most of them had no opportunity to improve their lives. However, some children learned a skill when they worked. They were the lucky ones, as these new skills helped them to get better jobs when they were older.



2 Read the text again and answer the questions.

1 What can you say about poor children in England in the 1800s?
A None of them worked. **B** Many of them worked. **C** They all went to school.

2 Why did factories like to have children?
A They were not expensive. **B** They worked harder than adults. **C** They were fun.

3 Why did children sometimes go under machines?
A To build them. **B** To hide. **C** To repair them.

4 How did the children often feel?
A very sad **B** angry **C** very tired

5 Why could many children not improve their lives?
A They did not have time. **B** They did not want to. **C** They liked their work.

Writing

3 Write a paragraph describing a character from a book, film or TV who is similar to you. Write about 100 words.

- Who is the character? What does he / she do?
- What kind of person is the character? What is he / she like?
- What kind of problems does the character have?
- How does this character try to improve things?

REMEMBER!
Do not forget to review your paragraph for spelling and punctuation.

....

....

....

....

....

....

Language

1 Complete the rules with the words in the box.

action present life past ~~present~~

We use the present perfect to talk about:

- a situation that continues up to the ❶ ....*present*....
  e.g. Hoda **has lived** in Luxor for eight years. (She still lives there.)
- people's experiences in ❷ ....
  e.g. My parents **have done** many exciting things in their lives.
- an action that happened in the ❸ .... but we don't know exactly when it happened.
  e.g. Saki and Taha **have read** many books. (We don't know when.)

We use the past simple to talk about a completed action when:

- we know exactly when an ❹ .... happened in the past.
  e.g. Marwan's family **moved** to Mansoura when he was seven. (We know this is a fact.)
- we know that the action cannot continue to the ....
  e.g. Charles Dickens **wrote** many famous stories. (He died a long time ago.)

2 Choose the correct answer:

1 I lived in Alexandria in 2015. This means that I have lived / havent't lived there since 2015.
2 Hatim worked / has worked as a taxi driver for 5 years. Now, he is a worker in a factory.
3 It's the first time I have ever / never seen the temple of Philae.
4 Why are you late, Sami? Sorry, I have been / gone to the library.
5 My uncle has stayed abroad for / since years.
6 Have you done the homework? – Not already / yet.
7 I haven't gone to the zoo since I was / have been a child.

3 Complete the sentences with the past simple or the present perfect.

1 I ....*have read*.... (read) this book many times.
2 Judy .... (travel) to Shubra El Kheima last week.
3 Malak .... (drink) two glasses of orange juice today and it's only 10 o'clock.
4 My uncle .... (stay) in Benha since his childhood.
5 Imad and Kamal .... (hear) that song for the first time in 2018.

3 Lesson 3

Reading

1 Put the summary of *David Copperfield* in order.

- [1] **A** David Copperfield grew up with his mother and his stepfather, Mr Murdstone.
- [ ] **B** Some time later, Uriah Heep played a trick on Aunt Betsey and took her money and David worked hard to help her.
- [ ] **C** Then David's mother died and Mr Murdstone took him to live with Mr and Mrs Micawber. David had to leave school and work in a factory. Then Mr Micawber went to prison and David had nowhere to live.
- [ ] **D** When David returned to England, he married Agnes and he became a successful writer.
- [ ] **E** When David found Uriah Heep, he admitted that he took Aunt Betsey's money and David made him give it back to her. Then David went travelling around Europe.
- [ ] **F** Without a home to live in, David visited Aunt Betsey and she took him to live with her friend, Mr Wickfield. A man called Uriah Heep also lived with Mr Wickfield and his daughter, Agnes, but David didn't trust him.

2 Read the summary again and answer the questions.

1 Does David Copperfield solve his problems?
Yes, he does solve his problems.

2 How many characters are there in the summary?
....

3 Does the story have a happy ending?
....

4 Does the summary include all the details of the story?
....

Writing tip
In order to write a summary of a book or a story, you can follow these steps:
1 Read the text quickly to get the main idea.
2 Read it again, underlining key information.
3 Write the information down in the correct order.
4 Revise your summary.
5 Do not include your opinion.

Writing

3 Choose a story that you know from a book or a film and write a summary about what happens in the story. Write about 100 words.

....
....
....
....
....
....
....
....

Vocabulary

1 Match the words to the definitions.

1 community ...C...
2 culture ....
3 food bank ....
4 voluntary work ....
5 youth association ....

A A place where people collect food to give to others.
B A job that people do for no money.
C People who live in a place or an area and have common interests.
D A group of young people who do things together.
E The beliefs and traditions of a group of people.

Reading

Tarek: In my opinion, the *Egyptian Food Bank* (EFB) is making the world a better place because it helps people who haven't got enough money for food, and it teaches all of us to think more carefully about food. I agree with what they are doing, and sometimes I give them food to help.



Samira: I have experienced the work of *Tomorrow's Dreamer Youth Association*. In my opinion, it shows young people that they can make a difference, and it teaches them about other cultures and communities. They are doing a great job by helping to educate a lot of young people.



Maher: The *Egyptian Red Crescent* helps a lot of people every day. When there is a big health problem, we always see the doctors from the Red Crescent on TV. But they also work with communities to stop health problems from happening. One day, I want to do some voluntary work for them.



2 Read the opinions of three Egyptian teenagers and answer the questions *true* (T) or *false* (F).

1 Tarek doesn't agree with what the EFB are doing. ...F...
2 Tarek gives food to the charity to help others. ....
3 Samira thinks young people can't do anything to help others. ....
4 Samira thinks that education is very important. ....
5 Maher has seen the Egyptian Red crescent on TV. ....
6 The Egyptian Red crescent doesn't work with communities. ....

Writing

3 Write a paragraph about something you have done to help another person, or other people. Write about 100 words.

- It can be something big, or a small act of kindness.
- What was the problem?
- Why did you help?
- How did you feel afterwards?

....
....
....
....

3 Story

Treasure Island

Chapter 3

1 Complete the sentences with these words.

harbour **mutiny** **crutches** **parrot** **barrel** **~~pirates~~** **gang**

1 In the past, ships had to be careful not to be attacked by *pirates*.
2 There are a lot of big boats in the .... this morning.
3 The film was about a .... of men who tried to take money from tourists.
4 My grandparents' .... was their favourite pet and it could say hello!
5 In the film, there is a .... on a ship and the captain has to hide.
6 The farmer used a big .... to keep the water which he gave to his goats.
7 Hassan broke his leg and has to use .... for a few weeks.

2 Match the people with the descriptions.

1 [d] Jim	**a** the captain of the ship
2 [ ] Pew	**b** the captain of the last journey to the island, and a parrot
3 [ ] Smollett	**c** a sailor
4 [ ] Captain Flint	**d** the ship's boy
5 [ ] Dick	**e** the blind man

3 Put the events from the story in the correct order.

a [ ] Jim decides that Captain Smollett is not a good person.
b [ ] Jim hears the crew planning to attack Captain Smollett.
c [ ] They can see the treasure Island.
d [ ] They walk onto the ship the *Hispaniola* for the first time.
e [ ] Black Dog sees Jim and runs away from the inn.
f [ ] They start their long journey.
g [1] Jim meets Long John Silver for the first time at his inn.
h [ ] Captain Smollett is not happy because he did not choose his own crew.

4 Read the quotations and answer the questions

1 *"When I go on a journey, I like to be able to choose my own crew."*
Why do you think Captain Smollett says this?

....

2 *"Trelawney has the map, so we wait until they have found the treasure. We might also want Smollett to take us home before we attack."*
What do you think Long John Silver is planning for?

....

3 *"What happened to them? Pew is blind and Flint is dead."*
What do you think Long John Silver and his men planned to do on their last journey to Treasure Island? Do you think it was successful? Why? Why not?

....

5 Match to make collocations.

1 [C] go on		**a** sea
2 [ ] go to		**b** treasure
3 [ ] keep		**c** a journey
4 [ ] look for		**d** a crutch
5 [ ] use		**e** someone safe

6 Imagine that you are Jim. Write what you will say to Dr Livesey and Trelawney when you see them after you leave the barrel.

....

REVISION 1

Units 1–3

1 Choose the correct words to complete the sentences.

1 Smart cards ....are used........ everywhere nowadays.
   A use   **B** are used   **C** are using   **D** uses

2 Most football players .... a lot of money.
   A win   **B** beat   **C** earn   **D** fill

3 Tourism is .... when we protect touristic places.
   A crowded   **B** sustainable   **C** unique   **D** noisy

4 I .... my friend since September.
   A didn't see   **B** hadn't seen   **C** haven't seen   **D** wasn't seen

5 Village people build their houses with local ....
   A tourists   **B** environments   **C** animals   **D** materials

6 I passed the exam! I'm over the ....
   A moon   **B** ground   **C** sky   **D** earth

7 While I was revising my lesson, my mother .... dinner.
   A was preparing   **B** preparing   **C** is preparing   **D** prepares

8 When you visit the doctor, he or she often checks your blood ....
   A pressure   **B** levels   **C** speed   **D** score

9 My uncle is very.................................... . He always buys me a big present when he visits me.
   A sustainable   **B** generous   **C** spicy   **D** unkind

10 The local people benefit when lions ....
   A is protected   **B** isn't protected   **C** are protected   **D** protects

11 I always try to .... food and clothes to my local charity.
   A sell   **B** want   **C** owe   **D** donate

12 Mona was leaning out of the boat when she .... her phone.
   A drops   **B** is dropping   **C** dropped   **D** was dropping

13 We all .... Mohamed Salah because he is polite and generous.
   A hate   **B** respect   **C** discourage   **D** avoid

14 Ahmed's parents have lived in the same house .... 25 years.
   A when   **B** since   **C** for   **D** ago

15 The man stole a lot of money so he was sent to ....
   A trek   **B** prison   **C** an organisation   **D** home.

16 There are very few of these kinds of turtles now, they are ....
   A safe   **B** isolated   **C** endangered   **D** dangerous



2 Complete the text with the past simple or past continuous form of the verbs in brackets.

Last year, we ❶ *travelled* (travel) to the beautiful city of Venice in Italy. It was very crowded but we ❷ .... (enjoy) our holiday. On the first day, we ❸ .... (take) a boat trip on the Grand Canal. As we ❹ .... (sail) along, my camera ❺ .... (fall) into water! Of course I ❻ .... (be) very angry, but then I found a shop and ❼ .... (buy) a different camera on our way back to the hotel.

3 Complete the sentences with the present perfect or present simple passive form of the verb in brackets.

1 Tarek is still waiting for the bus because it .... (not arrive) yet.
2 Sara .... (never read) a book by Charles Dickens, but she wants to.
3 My father .... (work) in a bank for 15 years.
4 I .... (just finish) my homework, so let's go to the park!
5 The students in our school .... (encourage) to work in pairs for some activities.
6 The cattle .... (give) food by the farmers in the winter.
7 Thousands of photographs .... (take) of the pyramids every day.
8 Egyptian children .... (teach) English from an early age.

4 Translate into Arabic.

1 It's the first time I have ever done voluntary work.

....

....

....

2 The pharaohs made a great civilization thousands of years ago.

....

....

....

5 Translate into English.

1. تطور مصر السياحة البيئية لكي تحمي البيئات المختلفة بساحل البحر الأحمر.

....

....

2. أعطاني أبي هذا الكتاب في الأسبوع الماضي ولكني لم أنته من قراءته حتى الآن.

....

....



6 Read the text and answer the questions.

Short Story

It was late and Sara wasn't expecting visitors. She sat alone in her room, with only her laptop and books for company. Her phone was off and she wasn't checking her email. There were too many people in her life with too many problems. And Sara was trying to write her first short story.

She imagined wild adventures in *distant* lands full of exciting people, but Sara knew that she had to keep it simple. As she looked at the empty screen, an idea began to build in her imagination. It was a simple idea and people would understand. She began to type. The words came easily, filling the screen. Then the lights went out and Sara sat in the dark. Now there was only one question: did she remember to save her work?

1 Sara kept herself away from everything because she wanted to….
A have time to be with herself. **B** think of a new idea for her story.
C think of a solution to a problem she has.

2 Why wasn't Sara checking her email?
A Her laptop wasn't working. **B** she didn't have any friends. **C** she didn't want to hear other people's problems.

3 The closest meaning to *distant* is….
A busy. **B** remote and far away. **C** not having a lot of people.

4 What problem did the main character have?
A She lost her story. **B** She forgot her story. **C** There was no electricity.

5 What would you do if you were in Sara's place?

....

6 Is it important to have a good imagination? Why / Why not?

....

7 What do you think Sara will do next?

....

7 Write what you would say in the following situations.

1 A friend is bored. You know that he/she likes swimming
Suggest going to a pool.

....

2 You want to do some voluntary work. Ask a friend for some suggestions for what you can do.

....

....

3 A friend asks you how you found a visit to museum. It was very interesting.

....

....





8 Find and correct the mistakes in the following sentences.

1 You bought me my theatre ticket yesterday, so I own you some money.

....

2 Mohamed Salah is a roll model to many young Egyptians.

....

3 It is easy to get friends when you start university.

....

4 We tricked into the White Desert and it was really exciting.

....

5 Salma is travelling around Europe when she lost her passport.

....

6 I have read that book two years ago.

....

7 Mona lived in this house since she was two.

....

....

8 The organisation is base in France.

....

....

9 Did your brother studies History at university?

....

10 The Earth go round the sun.

....

9 Choose one of the two topics. Write about 150 words on the topic.

1 Write a review of a book that you like. Include the title of the book, the main characters, a summary of the plot and who you would recommend the book to.

2 Describe a story that you want to read. What kind of story is it? Who is in the story and where does it happen?

....

....

....

....

....

....

....

....

....



Lesson 1

Making new friends

Language

1 Match the two parts of the sentences to make complete sentences.

1 It is not always easy to make
2 Many people feel
3 You will know people better if you spend
4 It is also a good idea to do
5 You can go
6 You should also look at
7 Your teachers can also give

a time with them at a club.
b online to find out what's happening.
c advice to help you.
d stressed when they start a new school.
e new friends.
f a sport that you like.
g the noticeboard.

Vocabulary

2 Many nouns end in *-ion / –tion*. Look at the example:

Your teammates will feel connected to you and that connection could become a friendship.

Find the noun form of these words. You can use a dictionary.

	verb	noun
1	connect	*connection*
2	populate	....
3	produce	....
4	inform	....
5	communicate	....
6	pronounce	....

-ion / -tion

1 You can form new words by adding a group of letters to the end of words.
2 These letters are called a suffix.
3 *-ion* and *-tion* are suffixes put at the end of verbs to form nouns.
4 The silent final e is deleted before adding *-ion* or *-tion*.

Writing

3 You have a new neighbour. How can you help your neighbour to feel at home? Complete the table with notes.

do	don't
ask your neighbour to your house	



Vocabulary

1 This is a part of an email. Read and say what the writer is giving advice about.

If you want to pass your exams, my advice is to always do your homework. Remember the information that your teacher gives you about the exam because it will help you. For a week or two before any exams, don't go out with your friends. Save your money and do some extra practice instead. It'll be really useful!

....

2 Look at the paragraph and tick (✔) the nouns which do not have a plural form.

1 ☑ advice 2 ☐ homework 3 ☐ information 4 ☐ exam 5 ☐ money 6 ☐ practice

Can you think of other examples?

Language

3 Find and correct the mistakes in these sentences.

1 What time is a Maths lesson this afternoon?
What time is the Maths lesson this afternoon?

2 I'd like a new information about this project.
....

3 I can't come out tonight because I have a exam tomorrow.
....

4 I don't have a homework tonight.
....

5 My friend gave me some advices about how to finish the project.
....

6 There are some good book in the library.
....

4 Complete the text with *a/an, the, some/any* or -.

It is not easy to be ❶ ...*a*... teenager and students often need ❷ .... help when they are at school. So, what ❸ .... problems do they have? Some students feel like they don't have ❹ .... time to revise for exams. They can also feel stressed about ❺ .... work they get for ❻ .... homework.

So who can they ask for ❼ .... advice? They can always ask ❽ .... teacher or their ❾ .... family. If they have ❿ .... good friend, he or she can help too.

Writing

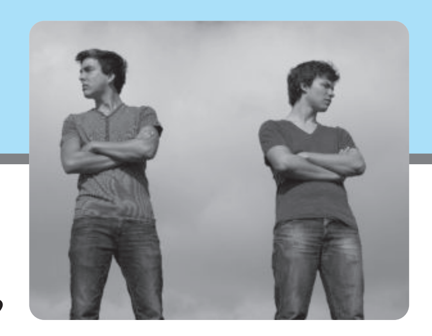
5 Write a short email to a friend.

- Explain what makes you feel stressed or worried.
- Ask your friend what advice they can give you.
- Ask who else you can ask for advice.

REMEMBER!

Remember to read your email aloud to check for spelling, grammar and punctuation mistakes.

4 Lesson 3



Reading



1 Read the texts quickly. Who is having a problem with a bully?

....

Hassan is a good friend. Last week, however, he borrowed my phone without asking. Then he dropped the phone. Fortunately, the phone did not break but I was very angry with him. Now he's not talking to me.

Maged

Fawzi always gets good marks at school, but he is not always a good student. He often tries to make us all laugh. Last week, he was talking in a lesson and the teacher was angry with him. He had to leave the classroom. Now he doesn't want to make us laugh any more.

Omar

There is a girl in my class and she always says unkind things about me. My friend tells me that she is also saying things about me on social media. Last week, she took a photo of me without asking. Today she was pointing at me and laughing with her friends. It makes me feel very unhappy.

Hoda

2 Read the texts again and answer the questions.

1 Who borrowed Maged's phone? ....
2 Is Maged's phone broken? ....
3 Who makes students laugh? ....
4 Why did Fawzi leave? ....
5 What did the girl in Hoda's class take without asking? ....
6 How does Hoda feel? ....

3 Give advice to the teenagers. Use these expressions: *(If I were you, I'd …, The best thing to do is…., One idea is…., One thing you could do is…)*

Vocabulary

4 Complete the table with the correct form of these words. Use a dictionary.

bully cheat nurse police

noun for person	noun for action	verb
bully	*bullying*	*bully*

5 Complete the sentences with the correct word from Exercise 4.

1 *Nursing* people when they are ill can be difficult, but my cousin wants to be a .... when she finishes school.
2 It's wrong to .... in exams. .... is always bad.
3 It is always easy to .... this village because everyone is friendly. They don't need to call the .... very often.
4 .... is not allowed at this school and we want all our students to feel safe. .... are not welcome here.

Language

1 Read the conversation. Highlight the expressions that give an opinion and circle the replies to opinions (negative and positive).

Salem: Do you think it is a good or bad thing to move to a new school in another town?

Sayed: As far as I'm concerned, it can be a good thing. You can meet new people and learn different things.

Salem: I'm not so sure about that. I think I'd find it very difficult at a new school. Everything would be new and different.

Sayed: I agree, but new things can be exciting, and you'll soon have new friends too.

Salem: In my opinion your old friends are your best friends.

Sayed: Yes, but I think, you can never have too many friends. One day, your new friends will be your best old friends!

Salem: That's true.

2 Sayed says, 'One day, your new friends will be your best old friends'. Do you agree or disagree? Why? Discuss in pairs using the expressions you highlighted and circled above.

Writing

3 Write the dialogue

1 Write the dialogue you had with your partner in Exercise 2.

2 Use the expressions to give or reply to opinions.

3 Say if you learnt anything from your partner.

....

....

....

....

....

....

....

....

....

....

....

....

....

Writing Tip

- A dialogue should have the words that speakers used when they were talking. Remember to use contractions and informal English.
- Remember to put the names of the speakers, as in Exercise 2 above.

Treasure Island

Chapter 4

1 Complete the sentences with the words in the box.

disease	~~branch~~	shore	whistle	trust

1 The cat climbed on the ......branch...... of the tree.
2 Soha is very ill. She must have caught a ....
3 We saw a ship on the ....
4 I believe anything my mother says. I .... her.
5 The coach blew his .... to end the training.

2 Complete the timeline with these events from the story.

a Jim joins some of the men on a small boat to the island.
b Dr Livesey asks Jim to find out who they can trust.
c Captain Smollett gave Long John Silver a map of the island.
d Silver kills Tom because he doesn't want to join his gang.
e Jim tells his friends about Long John Silver's terrible plan.
f Jim jumps off the small boat and runs onto the island.

1	2	3	4	5	6
c					

3 Match the numbers with what they refer to.

1 [d] two
2 [ ] seven
3 [ ] nineteen
4 [ ] six

a the number of men who stayed on the Hispaniola
b the total number of crew on the ship
c the number of crew that Silver did not find
d the number of low hills on the island

4 Circle *True* or *False* and correct the false sentences.

1 It was the first time that Silver visited the island. True / False

....

2 Jim did not believe what Silver told them. True / False

....

3 Captain Smollett wanted to take the ship back to England. True / False

....

4 The island was hot, quiet and smelled bad. True / False

....

5 Tom agreed to work with Silver's men. True / False

....

5 **Complete the sentences with these adjectives.**

excited	frightened	~~low~~	rocky	surprised	terrible

1 They could see two ......*low*...... hills and one big one on the island.
2 Silver was .... to take the map from Captain Smollett.
3 Jim told Dr Livesy that he had some .... news.
4 Captain Smollett was .... that the crew worked so hard.
5 Above the trees on the island were the .... tops of the hills.
6 Jim felt .... because he saw Silver kill a man.

6 **Read and answer the questions.**

1 *"They have worked hard and been a better crew than I expected."*
Why do you think the crew were better than Captain Smollett expected?
....

2 *Silver helped Captain Smollett to sail the boat closer to the shore.*
Why do you think Captain Smollett let Silver help him do this?
....

3 *"We decided to tell all the men we could trust about our plan and gave them all guns."*
How do they know they can trust some of the men?
....

4 *"I would have to stay on the island forever."*
Why does Jim say this?
....

7 **Match to make collocations.**

1 ☐ blow
2 ☐ climb out of
3 ☐ hold onto the
4 ☐ mark something
5 ☐ spend the afternoon

a a barrel
b on a map
c on an island
d branch of a tree
e a whistle

8 **Read the quotation from the last chapter. Then compare and contrast what Jim thought about Long John Silver and the Captain with what he knows about them now.**

"I know Long John Silver is a good man," said Mr Trelawney, "but I don't think Captain Smollett is." I agreed with Mr Trelawney. I did not like Captain Smollett.

....
....
....
....

UNIT 5

Lesson 1

Communication

Vocabulary

1 Replace the underlined words in the sentences with a word from the box.

apps	communication	~~connected~~	hacked	security	technology

1 We can't send an email because the laptop is not <u>linked</u> *connected* to the internet.
2 Karim's new smartphone has got a lot of <u>computer programs for particular tasks</u> ....
3 The <u>safety</u> .... of our passengers is very important to us on all our flights.
4 The company lost a lot of money. They think that their computer system was <u>broken into illegally</u> ....
5 I love camping because there is no <u>way to write or talk</u> .... with the outside world.
6 The <u>science</u> .... used in this new car is amazing.

Reading

2 Complete the sentences with the correct word from Exercise 1.

Internet use in Egypt

Every year, more and more people are ❶ *connected* to the intenet in Egypt. A recent survey found that around 50 million people use the internet on a computer or smartphone.

In the survey, many people said that they used the internet every day, usually for ❷ .... so they could talk to friends or family. Many used ❸ .... on their phones so they can listen to music or watch films.

Other people said they never used the internet. This was usually because they did not understand the ❹ .... Many people also said they did want to use the internet when shopping. They were worried about ❺ .... and the possibility that their computer might be ❻ ....

Writing

3 Write a paragraph on the IOT:

- What is it?
- How it can make life better.
- Ideas to use the IOT in daily life.

....

....

....

....

....

Language

1 Circle and correct the mistakes in these sentences.

1 These clothes are very cheap on the internet. I'm going to buying them when I get home.
I'm going to buy them when I get home.
2 We go to the theatre on Saturday. I have the tickets. ....
3 One day, I think people are go to live on the moon. ....
4 Those bags look heavy. I help you carry them. ....
5 My cousin is studying medicine at university. She is being a doctor. ....
6 It's my grandfather's birthday next week. He is being 70! ....
7 The football players look very big. It is being a difficult game. ....

2 Put the words in the correct order.

1 I think / clouds / so / it's rain. / There are / in the sky / going to
There are clouds in the sky so I think it's going to rain.
2 going to / a / My father / start / next month. / new job / is
....
3 I'm / school. / in / my friends / the park / meeting / after
....
4 It / cold / will / December. / be / in England / in
....
5 I / than / think / brother / will / me / when / be taller / he's older. / my
....

3 Read this blog. Complete the sentences with the correct future form of the verbs in brackets.

Hi Leila

I tried to phone you, but you weren't there, so I think I (1) *will write* (write) you a quick email. You asked me about my summer. We (2) .... (not go) away on holiday this year. That's because my cousins from Australia (3) .... (stay) with us in August. They bought their tickets last week! We (4) .... (take) them to the museum and all the other interesting places in town. I think we (5) .... (go) to the beach one day, too, but I'm not sure. My mother is calling me, so I (6) .... (finish) now.

Write soon. Best wishes

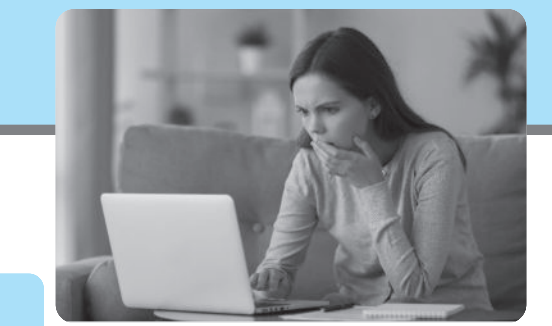
Judy

Writing

4 Answer the questions so they are true for you. Use the same tense as each of the questions.

1 What are you doing after school today? ....
2 What are you going to do next weekend? ....
3 How old will you be on your next birthday? ....
4 Where do you think you will live when you are 30? ....
5 Who is going to check the answers to this exercise? ....

5 Lesson 3



1 Match the words with their definitions.

cyberbullying   downloading malware   phishing
posting photos   scam   ~~uploading personal details~~

1. copying information such as your address and phone number to the internet *uploading personal details* ....
2. a dishonest plan to steal money ....
3. sending messages online to frighten or worry someone ....
4. putting photographs online ....
5. putting software from the internet onto a computer that will damage it ....
6. trying to trick a person into giving information over the internet to take money from them ....

2 Complete the text with the correct word from Exercise 1.

1. The email looked like it came from my bank but it was an example of *phishing* ....
2. .... your .... Include your name, address and phone number in the space provided.
3. The email says I have won a prize, but I don't believe it. I think it's a ....
4. They found out he was .... onto the office computer to stop it working.
5. .... is not allowed at this school. If we find anyone sending unkind information about students online, they will be in trouble.
6. My sisters like taking photos on their holidays, and spend all their time .... online.

Writing

3 Write a blog listing the dangers of the internet for your local primary school.

- Explain what dangers there are.
- Tell the pupils what to do and what not to do.
- Explain what they should do if they are worried about anything.

REMEMBER!

When you write a blog, you write your opinion. Write in clear simple words. Use photos when you can.

....

....

....

....

....

....

....

....

....

....

....

....

....

Vocabulary

1 Complete the crossword.

Across ➜

2 software that removes unwanted programs from a computer (two words)

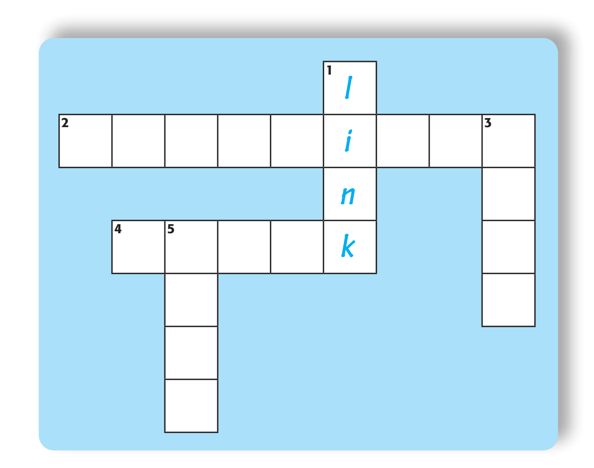
4 what you can do to *1 down* to go to another page online

Down ↓

1 a place in an electric document that takes you to another page or website

3 a dishonest plan to get money

5 what you can do to stop other people using your phone or social media accounts



Writing

2 Write an essay on the Internet of Things, possible advantages, disadvantages and how to protect yourself online. Use this plan to help you write the essay.

Useful expressions

In the future, I think the internet will/won't …
More people are / are not going to …
One (dis)advangage is that … will/won't be …
On the other hand, there will/won't be …
In conclusion, I think …

Introduction
The introduction is one short paragraph; a sentence or two, stating your main idea.

Body:
The body is where you develop your ideas. You should write one paragraph about each idea.

Conclusion
The conclusion is the last paragraph of an essay. It summarises key points in the essay.

5 Story



Treasure Island

Chapter 5

1 Complete the sentences with these words.

crazy **fight** ~~**kneel down**~~ **leader** **spade**

1 I had to *kneel down* to pick up my pen from the floor.
2 Is it true that you can become .... if you drink sea water?
3 In ancient Egypt, the Pharaoh was the .... of the country.
4 Ali and his brother never .... They have always been good friends.
5 We used a .... to make a hole, then we planted a tree.

2 Read Chapter 5 quickly. Who has or had the following?

1 a gun ....
2 a small boat ....
3 a spade ....
4 a flag ....
5 a ship called the *Walrus* ....

3 Complete the sentences from the story with these words.

began **decided** ~~**finally**~~ **heard** **realised** **remembered** **told**

1 I *finally* stopped running and saw that I was close to the bottom of one of the small hills.
2 I .... to walk back towards the beach.
3 I .... it was a man.
4 I .... that I had a gun.
5 I .... to think that perhaps Ben Gun was crazy.
6 I .... our crew that Flint's treasure was on the island.
7 I .... the sound of a gun.

4 Match the items in column A with those in column B.

	A	B
1	[*d*] Ben Gun knelt	**a** his story from the start.
2	[ ] Ben dreamt	**b** about the treasure on the island.
3	[ ] Jim told Ben	**c** good directions across the island.
4	[ ] Ben told a ship's crew	**d** down in front of Jim.
5	[ ] Ben gave Jim	**e** of eating good food again.

5 **Match to make collocations.**

1 [c] fly a
2 [ ] give
3 [ ] live on
4 [ ] look
5 [ ] stop

a running
b dangerous
c flag
d directions
e fish and fruit

6 **Read these quotations. Who is the speaker of each sentence? Why do they say this?**

1 "If I can get back to my ship, I'll give you bread and cheese."

....

2 "You didn't come on Flint's ship, did you?"

....

3 "You can go on the island and look for it, but you'll be there on your own."

....

7 **Read the quotations and answer the questions.**

1 "*I've not spoken to anyone for three years.*"
Why was Ben Gun alone on the island?

....

2 "*If you work for Silver, I'm finished,' he said.*"
What does Ben Gun mean by this?

....

3 "*You can look for the treasure on your own!*"
Why do you think the crew say this to Ben Gun?

....

4 "*I have a boat. I made it myself. We could go to the ship when it's dark!*"
What do you think will happen next?

....

8 **Write a description of Ben Gun. What did he look like? What kind of person was he? Use some of these words.**

clothes **crazy** **hair** **rich** **skin**

....
....
....
....
....
....
....
....
....

UNIT 6

Lesson 1

Learning from literature

Vocabulary

1 Complete the sentences with the correct word.

line novels poems poet rhyme ~~sentence~~

1 A *sentence* starts with a capital letter and ends with a full stop.
2 You can find the word *joy* in the fifth .... of the text.
3 Ian Fleming wrote a lot of James Bond .... before they made the first James Bond film.
4 Does *better* .... with *letter*?
5 We know that Shakespeare wrote plays, but he was also a famous ....
6 One of Shakespeare's most famous .... is called *Shall I compare thee to a summer's day?*

2 Match the rhyming words.

~~better~~ blue door few follow ~~letter~~ line mine run son borrow your

1 *better, letter*   2 ....   3 ....
4 ....   5 ....   6 ....

3 Use a dictionary to find a word or words that rhyme with the following.

1 moon *soon*   4 Nile ....
2 bath ....   5 flower ....
3 cattle ....   6 spring ....

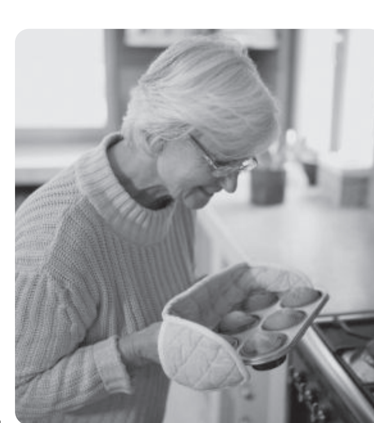
Writing tip
Some words rhyme although they do not have the same spelling, for example: *sure* and *four*.

Writing

- **Write a summary of one of Stevenson's most famous works.**

....
....
....
....
....
....
....
....
....
....
....

Language



1 Circle the correct words.

1 Which book did you choose **to read / reading** at the library?
2 My cousin has decided **to learn / learning** Japanese.
3 The children really enjoyed **to read / reading** those poems.
4 I didn't finish **to do / doing** my homework until 10 o'clock last night.
5 The teacher suggested **to find / finding** the information on the internet.
6 My uncle stopped **to play / playing** football after he hurt his leg.
7 I visited Luxor when I was three, but I don't remember **to go / going** there.
8 My grandmother promised **to make / making** me some cakes when I next visit.

2 Complete the sentences with *to* + infinitive or the *–ing* form.

1 Last week, I started *learning a new language*.
2 Last weekend, my friend offered ....
3 When I went to the shops last night, I remembered ....
4 When my father drove to work this morning, he stopped ....
5 Sorry, I think I forgot ....

3 Put the dialogue in the correct order.

a [ ] **Sherif:** Can you play football with us tonight? We need another player.
b [ ] **Sherif:** OK, don't worry. I'll ask Omar.
c [*1*] **Sherif:** Taha, could you do something for me?
d [ ] **Taha:** No, I'm afraid I can't. I hurt my leg last week. I can't run on it.
e [ ] **Taha:** Yes, of course. What is it?

4 Read the dialogue in a shop and correct the underlined words.

Randa: Good morning. I wonder ❶ that you could help me. *if*
Assistant: Certainly. What is it?
Randa: I don't suppose ❷ could you tell me who the manager is? ....
Assistant: Yes, ❸ course. It's Mr Mansour. ....
Randa: Could you do me ❹ the favour? Can you give him my CV? I'd really like to work here.
....
Assistant: ❺ Without problem. I'll give it to him when I next see him. ....

5 Now rewrite this dialogue to make it more polite.

Nabil: ❶ Hi. Do something for me.
Hello, I wonder if you could do something for me?
Saleem: ❷ OK. What? ....
Nabil: ❸ Look at this computer. It's not working very well.
....
Saleem: ❹ I can't do that. I don't know much about computers.
....

6 Lesson 3

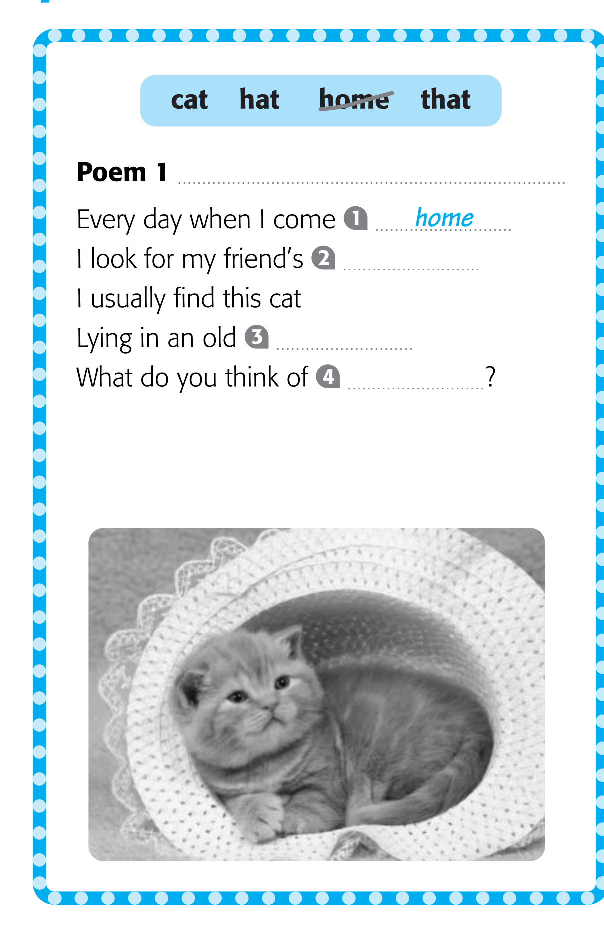
Reading

1 Complete the poems with words from the boxes and give the poems a title.

cat hat ~~home~~ that

Poem 1 ....

Every day when I come ❶ ...*home*...
I look for my friend's ❷ ....
I usually find this cat
Lying in an old ❸ ....
What do you think of ❹ ....?



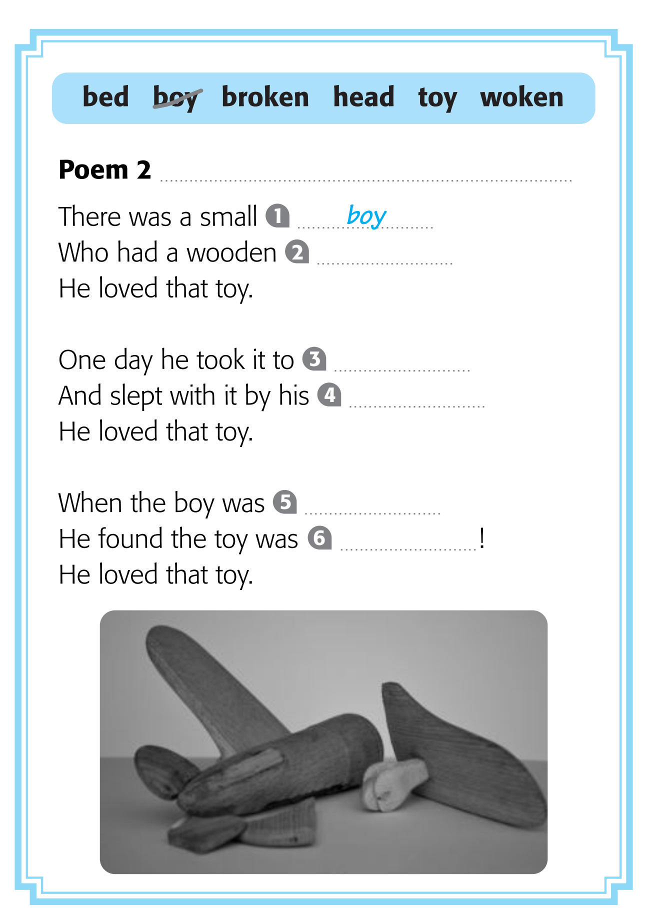
bed ~~boy~~ broken head toy woken

Poem 2 ....

There was a small ❶ ...*boy*...
Who had a wooden ❷ ....
He loved that toy.

One day he took it to ❸ ....
And slept with it by his ❹ ....
He loved that toy.

When the boy was ❺ ....
He found the toy was ❻ ....!
He loved that toy.



2 Read the poems again and answer the questions.

1 How many verses does each poem have? ....
2 Which words in each poem rhyme? ....

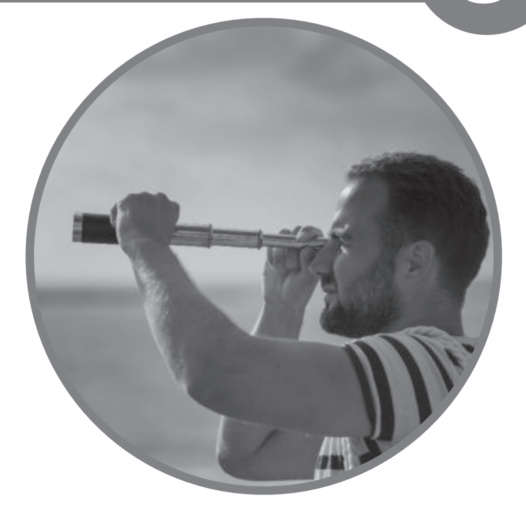
Writing

3 Write a short review of a poem. Why do you like it?
Think about the following:

- the topic
- the rhythm
- the meaning
- how the poem makes you feel

....

Listening



1.22 **1 Listen and complete this popular rhyme for children.**

A ❶ *sailor* went to sea, sea, sea
To see what he ❷ .... see, see, see
But ❸ .... that he could see, see, see
Was the ❹ .... of the ❺ .... blue
sea, sea, sea.

1.23 **2 Listen to the poem again and answer the questions.**

1. Why do you think some words are repeated? ....
2. As well as words, what else is repeated? What do you think this is used for? ....
3. What is the main idea of the rhyme? ....
4. Do you like the rhyme? Why / Why not? ....

....

Writing

3 Research another example of a famous English book for children on the internet. Write a short review of the book. Think about the following:

- Begin with a brief summary of the book. (40-60 words)
- Determine the most important topics / characters / plot
- Dedicate a paragraph for each idea / topic / character / plot
- Write a short clear conclusion
- The conclusion summarizes the main points of the review in addition to your opinion of the book



Useful language:
The (book) is written by ....
The (book) is narrated by ....
My favourite part is ....
Another part I really enjoyed is ....
The part I found boring is ....

....

Treasure Island

Chapter 6



1 Match the words and the definitions.

1 ☐ cannon
2 ☐ contact
3 ☐ defend
4 ☐ supplies

a protect someone or something from being attacked
b food, clothes etc. that you need to take with you for a period of time
c communicate with someone or something
d a large gun with wheels

2 Circle *True* or *False* and correct the false sentences.

1 This part of the story is told by Dr Livesy. True / False

....

2 They could not take the ship because it was too windy. True / False

....

3 Dr Livesy and Hunter find a strong building that 25 people could stay in. True / False

....

4 The men on the Hispaniola fire a cannon at the small boat. True / False

....

5 Dr Livesy's men all enter the fort and stay there safely. True / False

....

6 Jim Hawkins calls to them from outside the fort. True / False

....

3 Read the quotations and answer the questions.



1 *"We have guns. If you try to contact Silver, you will be dead." They looked very surprised.*
Why do you think the sailors were surprised?

....

2 *"Work hard, be patient, and we will arrive."*
Why is their journey to the beach in a small boat difficult?

....



3 *"The gun fire continued, but it was almost impossible for them to hit anyone inside the fort."*
Why was it almost impossible to hit anyone?

....

4 Match to make collocations.

1 *e* attack
2 ☐ climb into
3 ☐ fire
4 ☐ give
5 ☐ put up

a a boat
b a gun
c someone an advantage
d a flag
e the men on the ship

5 **In this chapter, different people are doing different things at the same time. Match to make sentences to show who is doing what.**

1 [d] When Jim was travelling to the island,
2 [ ] While Dr Livesey and Hunter were putting supplies in the boat,
3 [ ] While the boat was moving towards the beach,
4 [ ] While they were running towards the fort,
5 [ ] They were hiding in the fort when,

a Captain Smollet and Mr Trelawney warned the sailors on the ship not to contact Silver.
b they heard Jim Hawkins call out to them.
c the pirates were running through the woods.
d Dr Livesy talked to Captain Smollett and Mr Trelawney on the boat.
e the men on the *Hispaniola* were preparing a cannon.

6 **Find and correct the spelling mistakes in these sentences from the story.**

1 When the boats went to the sure, I talked to Captain Smollett and Mr Trelawney.
shore
2 There was no wind at all, so we new we could not take the ship.

3 When we reached the island, we found a small faught.

4 Then I herd a shout.

5 Their were more people and supplies now, so the boat was heavy.

6 The wind blue from a different direction, too.

7 **Now write six correct sentences using each of the incorrect words from Exercise 6. You can use a dictionary.**

1 *Are you sure that you want to come to the park?*
2
3
4
5
6

8 **You are Dr Livesy. Write a diary entry summarising what happened between the time that Silver left the *Hispaniola* and your arrival at the fort.**

REVISION

2

Units 4–6

1 Choose the correct words to complete the sentences.

1 I don't know what to do, so I am going to ask my uncle for ......*some*...... advice.

A an **B** some (circled) **C** a **D** any

2 There is always a lot of .... before you can go on a plane.

A bullying **B** security **C** malware **D** calm

3 I .... the faculty of engineering when I grow up; it's my intention.

A will join **B** join **C** am going to join **D** am joining

4 Most people take clean water for ...., but not all places have it.

A granted **B** given **C** having **D** done

5 My cousin spends a lot of time .... photos on the internet.

A post **B** posted **C** posting **D** posts

6 Your computer .... is very easy to guess: it's 1, 2, 3, 4!

A app **B** software **C** virus **D** password

7 I want to write .... short story. It looks like fun.

A no article **B** the **C** an **D** a

8 You will find information about the sports club on the school ....

A communication **B** connection **C** noticeboard **D** notice

9 Ramy promised .... me to finish my school project.

A helps **B** help **C** helping **D** to help

10 Before you plant a tree, you'll need to .... a hole.

A dig **B** get **C** take **D** want

11 The teacher suggested .... to the library to borrow some poetry books.

A go **B** to go **C** to going **D** going

12 There will soon be the .... for us to all travel in cars without drivers.

A speed **B** technology **C** scientist **D** model

13 .... poem I read yesterday is really interesting.

A A **B** An **C** The **D** no article

14 They all have smartphones, so they are all .... to the internet.

A joined **B** with **C** disconnected **D** connected

15 We never allow .... in this school.

A bully **B** bullying **C** to bully **D** is bullied

16 The email said it was from a bank, but we all knew it was really a ....

A software **B** lock **C** scam **D** hack



2 Fill in the gaps with one word.

Space Tourism

Do you think people will ❶ ....*be*.......... able to go to the moon for a holiday in the future? Some people say 'Space Tourism' is ❷ .... to generate a lot of money in the future. The training programme ❸ .... cost over $200 000, so it ❹ .... be available to most people. However, some companies have waiting lists of people who ❺ .... hoping to become astronauts in the next two years. Perhaps your grandchildren ❻ .... take their holidays on Mars!

3 Complete the sentences with the correct form of the verb in brackets.

1 I don't think that people .... (ever live) on the moon.
2 Aisha decided .... (buy) a travel book.
3 Robert Louis Stevenson always wanted .... (be) a writer.
4 I .... (play) volleyball with my cousins at the weekend. Do you want to play too?
5 The phone is ringing. I .... (answer) it.
6 Look at those clouds! It .... (rain).
7 Do you enjoy .... (read) poems?
8 We didn't understand the recording, so the teacher suggested .... (listen) to it again.

4 Translate into Arabic.

1 Do you think man will live on the moon in the future?

....

....

2 Young people are able to share in doing voluntary work in different fields.

....

....

5 Translate into English.

1 دائما أتذكر أن أغير كلمة السر لتليفوني المحمول كل شهر.

....

....

2 علينا أن نستغل أوقات الفراغ في ممارسة الهوايات المفيدة.

....

....



6 Read the text and answer the questions.

Is screen time good?

Many people like to access information and social media easily. But is it bad for us to spend so much time in front of a screen?

On the one hand, computers, tablets and smartphones are useful tools for communicating with friends and family. Young people can use the internet for its educational content, learn important research skills and also see a variety of cultures from around the world.

On the other hand, technology can make young people less physically active. And there are also concerns that the light that comes from digital devices can cause health problems. For example, looking at a screen at night can make it more difficult to sleep. The internet is still quite new, so we do not really know what the long-term affects that using it are going to have on our health.

The internet has also introduced us to new words for problems that people did not have in the past. Your parents did not have cyberbullying, for example. There have always been scams, but problems such as phishing for personal information and hacking into banks are also quite new.

In the end, the solution is about balance. Technology can help us to develop new skills and it can open up the world. We will almost certainly have more technology in the future, too. We need to learn how to use it carefully for the good of everyone. However, physical activity and regular sleep patterns are essential too. Balance both and we can all live in a healthy, well-educated world.

1 According to the text, people like technology because they can …
A play games. **B** find information. **C** take pictures.

2 According to the text, technology does not improve …
A communication. **B** education. **C** physical exercise.

3 People are worried that the light from tablets can cause difficulty in …
A sleeping. **B** reading. **C** turning off the screen.

4 In the past, there were …
A never any scams. **B** no words for some of todays' problems.
C different words for the same problems.

5 What is the most positive effect of having access to the internet, in your opinion? Why?

....

6 What sort of new technology will we have more of in the future?

....

7 In what ways do you balance using technology with staying active?

....

7 Write what you would say in the following situations.

1 A friend tells you that all sports are boring. You do not agree.

....

....



2 The teacher asks you to begin a presentation about the advantages of the internet.

3 A friend asks you if you can help him/her with a project, but you are busy.

8 Find and correct the mistakes in the following sentences.

1 The children were all wearing an uniform.

2 Excuse me, can you give me advices?

3 Is this computer connection to the internet?

4 We have our tickets! We will go to London in the summer!

5 You look thirsty. I am going to get you a drink.

6 One day, I think we are all living in very tall buildings.

7 Robert Louis Stevenson wrote stories and poets.

8 Sorry, I forgot buying bread when I went to the shops.

9 I promise phoning you when I arrive at out cousins' house.

10 I don't suppose could you help me carry this bag?

9 Choose one of the two topics. Write about 150 words on the topic.

1 Write an email to a friend about a problem or a decision you have to make. Include some information about the situation and ask your friend for advice.

2 Write an email to a friend who has moved to a new town. Include some advice about how to make new friends and arrange a time when you can visit them.

PRACTICE TEST

1 Practice Exercises

1 Choose the correct words to complete the sentences.

1 Dalia didn't have .... friends when she started at her new school.
A the B some C a D any

2 In Egypt, students in primary school have to wear .... uniform.
A the B a C an D no article

3 The teacher gave us .... homework for the next lesson.
A a B many C some D any

4 What do you intend to study when you join the university?
I .... engineering.
A will study B am going to study C study D would study

5 Why .... you volunteer at the new youth club next summer?
A don't B didn't C do D did

6 Did you .... your arm yesterday?
A broke B break C breaking D broken

7 We should .... money to charities to help the poor.
A donate B steal C take D refuse

8 The beach was really ...., so we couldn't find a place to sit.
A beautiful B exotic C crowded D isolated

2 Fill in the gaps with one word.

Next week, our school (1) .... holding a special event to help students to (2) .... what to do after their exams. In the morning, we're (3) .... to watch videos about career choices and listen to speeches by people with different jobs. I think we (4) .... be able to ask questions, but I'm not certain. In the afternoon, we're going (5) .... work in groups and do some more research about the jobs we (6) .... interested in.

3 Translate the following into Arabic.

1 Ecotourism aims at providing holidays to places which are endangered and isolated.

....

2 Try to avoid mixing with bad friends who have bad habits.

....

4 Translate the following into English.

1 ذهبنا الى الشاطىء في نهاية الأسبوع الماضي و استمتعنا بالسباحة في البحر.

....

2 هل سبق لك ان قضيت اجازة الصيف مع اصدقائك خارج القاهرة؟

....

5 Read the text and answer the questions.

Cyberbullying

The word **cyberbullying** refers to bullying on the internet or on a smartphone. Most teenagers have experienced some kind of cyberbullying, and it affects both girls and boys. One problem is getting offensive messages on social media, in texts or emails. Another problem is when bullies post personal information or pictures of someone. Sometimes it can be anonymous, and that means the victims don't know who is attacking them, which can be very stressful.

Teenagers need to know that they can talk to an adult about what is happening. It's important to report bullies on websites and the police can also help. Any kind of bullying can have serious consequences, so most schools have systems to deal with cyberbullying. It is very important to report any problems and help everyone to stay safe online.

1 Cyberbullying affects ....
A boys. **B** girls. **C** boys and girls.

2 Most teenagers have to ....
A talk to adults about cyberbullying. **B** have been bullies. **C** experience cyberbullying.

3 Cyberbullying is not ....
A unusual. **B** anonymous. **C** a problem.

4 Who needs to be safe online?
A friends. **B** adults. **C** everyone.

5 What are the best ways of staying safe online?

....

....

6 What can you do if you discover someone you know is a cyberbully?

....

....

7 Why do some people become bullies?

....

....

6 Choose one of the two topics. Write about 150 words on the topic.

1 Write a three-paragraph essay about the advantages and disadvantages of living in a place which is a popular tourist destination. Include your opinion on whether it is a good or bad thing.

2 Write an email to a friend telling him about a place you would like to visit on holiday. Include reasons why you want to go there, what you would do there and what time of year you would like to go.

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PRACTICE TEST

2 Practice Exercises

1 Choose the correct words to complete the sentences.

1 Have you finished .... your room yet?
 A to clean B cleaning C clean D cleaned
2 I forgot .... my calculator to school.
 A bring B bringing C brought D to bring
3 Basel offered .... me with my homework.
 A helped B helping C to help D help
4 Egyptian cotton clothes .... all over the world.
 A are selling B sell C are sold D sold
5 The .... is the natural world around us.
 A atmosphere B environment C location D situation
6 I have a new .... on my smartphone which helps me practise foreign languages.
 A hack B app C connection D scam
7 A person who writes poetry is called a ....
 A journalist B novelist C poem D poet
8 A novel is a long written ....
 A article B history C story D poem

2 Fill in the gaps with one word.

I am always careful when I (1) .... my shopping online. I use a different password for each site, and my passwords (2) .... usually quite complicated. This is because I (3) .... a bad experience once when I (4) .... buying a pair of shoes online. I got a strange email from the website and I (5) .... know what to do with it. In the end, I opened the email and my computer turned off and on again. Some criminals (6) .... attacking my computer.

3 Translate the following into Arabic.

1 The Internet of Things (IOT) is developing very fast in a lot of fields.

....

2 I'm going to buy some new clothes for the party next weekend.

....

4 Translate the following into English.

1 اضطررت أن أعيد كتابة واجب اللغة الانجليزية لأني أجبت على سؤال بطريقة خاطئة.

....

2 سوف يستعمل الفندق الجديد مواد و طاقة آمنة على البيئة.

....

5 Read the text and answer the questions.

Tourist or Traveller?

Some people say that a tourist visits the sights, but a traveller talks to the local people. This is because different people want different experiences when they go on holiday.

Some tourists prefer food which is familiar to them and so they often look for famous fast food restaurants, or food from their own country. They want to see the famous museums, monuments and beaches, and they will usually speak in their own language when they go abroad.

On the other hand, travellers will usually learn a few phrases in the local language, and they want to eat in typical cafés and restaurants. Sometimes they will look for places to visit that are less famous because they enjoy finding something a little different.

Today both travellers and tourists are learning about their impact on the environment. It seems that whatever type of traveller you are, it's always good to respect the places you visit so that other people can enjoy them, too.

1 Why do travellers go to foreign countries?
   A To see the sights. **B** To meet new people. **C** To take photographs.
2 Tourists do not usually …
   A speak English. **B** go to local restaurants. **C** visit famous monuments.
3 Travellers try to …
   A speak the local language. **B** eat at fast food restaurants. **C** go to famous beaches.
4 These days, tourists and travellers both …
   A visit famous monuments. **B** reduce their impact on the environment.
   C eat at local restaurants.
5 What type of damage can tourism cause? Why is it important not to damage the places we visit?

   ......

   ......
6 Which type of visitor do you think you are most similar to? Why?

   ......

   ......
7 Do you think that travelling to different countries changes how you see the world? Why? / Why not?

   ......

   ......

6 Choose one of the two topics. Write about 150 words on the topic.

1 Write a summary of a story you read and enjoyed.
2 Write an autobiography describing your life so far. Include your interests and experiences, and say what you hope to do in the future.

......

......

......

......

......

......

PRACTICE TEST

3

Practice Exercises

1 Choose the correct words to complete the sentences.

1 .... your parents usually donate blood?
Yes, they always do so.
A Do **B** Did **C** Why **D** When

2 When Aya visited me I .... my room. So, she offered to help me.
A decorate **B** was decorating **C** am decorating **D** decorating

3 I remember .... that young men last summer when I was in Sharm El Sheikh.
A to see **B** see **C** seeing **D** had seen

4 Sadly, my uncle has been ill .... he was a young man.
A for **B** when **C** ago **D** since

5 The tennis player is .... for doing a lot of voluntary work.
A admired **B** not respected **C** interested **D** disliked

6 The Galapagos Islands in Ecuador are famous for the .... animals such as the turtles which live there.
A unknown **B** unique **C** wild **D** huge

7 The police .... the young man of stealing the money.
A excused **B** thanked **C** accused **D** rewarded

8 It is taken for .... that bullying is a bad behaviour which we all must change.
A granted **B** refusal **C** denial **D** decided

2 Fill in the gaps with one word.

Last year, we learnt about pollution at school, so in the summer I decided to (1) .... on a volunteering holiday (2) .... my friends. We had to clean (3) .... beaches along the north coast. There (4) .... a lot of plastic rubbish like water bottles and plates in the sand. We worked in teams, and each team cleaned a different part (5) .... the beach. We were careful not to damage (6) .... shells or wildlife.

3 Translate the following into Arabic.

1 I remember playing that card game when I was a child.

....

2 Which do you prefer: reading a poem or a short story?

....

4 Translate the following into English.

1 ولد روبرت ستيفنسن في اسكتلندا في عام ١٨٥٠ و مات عن عمر يناهز ٤٤ عاما.

....

2 لقد انتهيت تواً من تناول الغداء و سوف أتصل بك في خلال عشر دقائق.

....

5 **Read the text and answer the questions.**

Mary Shelley

In 2018, it was two hundred years since the publication of the Gothic novel *Frankenstein, or the Modern Prometheus*. It was written by Mary Shelley, who was born in London in 1797. She was the daughter of the famous writer, Mary Wollstonecraft, and the philosopher, William Godwin. Mary didn't go to school, but she educated herself using her father's library at home.

In 1812, Mary met the poet, Percy Bysshe Shelley, and in 1816, they married each other in France. Then, in 1817, Mary wrote a travel book about the journey she took with Shelley to France and Switzerland. After her husband's death in 1822, Mary returned to England and she continued to write novels. Many people think that *The Last Man* (1826) is her best book, but *Frankenstein* is Mary Shelley's most famous novel. It tells the story of what happens when a scientist creates a human being. There have been many different films about the story. Some of them are frightening but others are comedies.

1 When was the first publication of *Frankenstein*?
A 2018 **B** 1818 **C** 1797

2 Mary Shelley was born in London and became a ....
A poet. **B** writer. **C** philosopher.

3 Mary Shelley's most famous book is ....
A a travel book. **B** *The Last Man.* **C** *Frankenstein.*

4 *Frankenstein* is a ....
A Gothic novel. **B** comedy. **C** poem.

5 Mary Shelley didn't go to school. Do you think it is easier or more difficult to educate yourself today? Why?

....

....

6 Why do you think so many film versions of *Frankenstein* have been made?

....

....

7 What kind of stories frighten you? Why do they frighten you?

....

....

6 **Choose one of the two topics. Write about 150 words on the topic.**

1 Write about a website that you think is useful for school work. Explain what information is on the site and why it is useful for students.

2 Write a blog post on the age you think children should start using the internet. Add photos if you can.

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New Hello!

English for Secondary Schools
Year 1

***New Hello English for Secondary Schools* course has been developed by a team of experts, using modern methodology and approaches.**

The main aim of the course is to equip students with the necessary language, thinking and study skills to communicate effectively in English. It guides students to gain the necessary experience and confidence to apply these skills both inside and outside the classroom and beyond school in their current and future lives.

- *New Hello English for Secondary Schools* complies with the **Ministry of Education framework and standards documentation**.
- Interesting cross-curricular topics are presented through realistic situations.
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- New language is taught in context, so students develop **learning skills** which they can use throughout their lives.
- There is a focus on preparing students for the modern world as **future employees and citizens** so that they can deal effectively with the challenges of the modern world.
- **Life skills, Values** and **Issues** (such as communication, problem-solving and critical thinking skills, and an awareness of technology) are integrated throughout the course.
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- The course maintains a distinct **Egyptian** focus, with an emphasis on Egypt's place within Africa and the wider world.

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- Student's Book and Workbook (two termly booklets)
- Teacher's Guide
- Audio, accessed digitally via the Egyptian Knowledge Bank (www.ekb.eg)
- Video, accessed digitally via the Egyptian Knowledge Bank (www.ekb.eg)
- A website: www.newhelloforegypt.com

 New Hello for Egypt  New Hello for Egypt















English for Secondary Schools

Year 1

Term 1